Supreme Court, U. S.
FILED
JUN 5 1979
MICHAEL RODAK, JR., CLERK

APPENDIX

Volume III (Exhibits), pp. 773-1146

In the Supreme Court of the United States

OCTOBER TERM, 1978

Nos. 78-857 and 78-997

NATIONAL LABOR RELATIONS BOARD

and

YESHIVA UNIVERSITY FACULTY ASSOCIATION,

Petitioners,

—*v.*—

YESHIVA UNIVERSITY,

Respondent.

ON WRIT OF CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE SECOND CIRCUIT

PETITION FOR CERTIORARI IN NO. 78-857 FILED NOVEMBER 27, 1978
PETITION FOR CERTIORARI IN NO. 78-997 FILED DECEMBER 19, 1978
CERTIORARI GRANTED FEBRUARY 21, 1979

In the Supreme Court of the United States

OCTOBER TERM, 1978

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and

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—*v.*—

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EMPLOYER'S EXHIBIT No. 1

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Albany, New York 12224

Secretary, Board of Regents
518: 474-5889, 474-5880

May 29, 1974

Dear Mr. Schutz:

We are sending you herewith, the amendment to charter of Yeshiva University, New York, granted April 26, 1974 by the Board of Regents of The University of the State of New York.

Kindly acknowledge receipt of the document and refer to the charter number so that our records will be complete.

Sincerely,

/s/ Richard J. Sawyer
RICHARD J. SAWYER

Sidney Schutz, Esq.
Yeshiva University
55 Fifth Avenue
New York, New York

THE UNIVERSITY OF THE STATE OF NEW YORK

[Emblem]

EDUCATION DEPARTMENT

Amendment to Charter

YESHIVA UNIVERSITY

THIS INSTRUMENT WITNESSETH That the Regents of The University of the State of New York have amended the charter of Yeshiva University, New York, such charter having been amended from time to time by the Board of Regents, in various respects, and having been last amended by the Regents on January 21, 1970, with respect to the degree-conferring powers of the corporation, to authorize the corporation to establish a school of law and award the degree of doctor of law (J.D.), in conformity with the Rules of the Board of Regents of The University of the State of New York and the Regulations of the Commissioner of Education for the registration of the program leading to such degree.

[SEAL]

Granted April 26, 1974 by the Board of Regents of The University of the State of New York and executed under the seal of said University and recorded as Number 13,011.

/s/ [Illegible]
President of The University
and
Commissioner of Education

/s/ [Illegible]
Chancellor

THE UNIVERSITY OF THE STATE OF NEW YORK

[Emblem]

EDUCATION DEPARTMENT

STATE OF NEW YORK:

COUNTY OF ALBANY:

I, Richard J. Sawyer, Secretary, Board of Regents, certify that the annexed photostatic copy of the Absolute Charter of Rabbi Isaac Elchanan Theological Seminary granted by the Regents of the University of the State of New York on February 27, 1970 is a true copy of the original and of the whole thereof.

[SEAL]

IN WITNESS WHEREOF, I hereunto set my hand and affix the seal of the University and of the State Education Department, at the City of Albany, New York, this 21st day of November, 1973

/s/ Richard J. Sawyer
RICHARD J. SAWYER
Secretary
Board of Regents

The

University of the State of New York
Education Department

Absolute Charter of

Rabbi Isaac Elchanan Theological Seminary

This instrument witnesseth That the Board of Regents for and on behalf of the Education Department of the State of New York has granted this absolute charter

1. Incorporating Max J. Ehrs, Ludwig Jesselson, Norman Lamm, Joseph M. Lookstein, Israel Miller, Emanuel Rackman, and Max Stern and their associates and successors as an educational corporation under the corporate name of Rabbi Isaac Elchanan Theological Seminary, to be located in the city, county and State of New York.

2. The purposes for which such corporation is being formed are to continue, maintain and conduct as an educational corporation this seminary which for many years has been an institutional branch of Yeshiva University. The purposes are to prepare students for the ministry and to issue the traditional Certificate of Ordination in connection therewith. The corporation shall be authorized to confer the degree of master of Hebrew literature (M.H.L.), doctor of Hebrew literature (D.H.L.), master of religious education (M.R.Ed.), and doctor of religious education (D.R.Ed.), in conformity with Rules of the Board of Regents of The University of the State of New York and the Regulations of the Commissioner of Education of the State of New York for the registration of institutions of higher education.

3. The persons named as incorporators shall constitute the first board of trustees. The board shall have power to adopt bylaws, including therein provisions fixing the method of election and the term of office of trustees, and shall have power also, by vote of two-thirds of all the members of the board of trustees, to be not more than 25 nor less than 5.

4. The corporation hereby created shall be a nonstock corporation organized and operated exclusively for educational purposes, and no part of its earnings or net income shall inure to the benefit of any individual, and no officer, manager, or employee of the corporation shall receive or be entitled to receive any pecuniary profit from the operations thereof, except reasonable compensation for services.

5. The principal office of the corporation is to be located in the city, county and State of New York.

6. The Commissioner of Education is designated as the representative of the corporation upon whom process in any action or proceeding against it may be served.

Granted February 22, 1943 by the Board of Regents for and on behalf of the State Education Department, executed under the seal of said Department and recorded therein Number 10,160

Joseph A. McGovern
Chancellor

Thomas J. Allen
President of the University and Commissioner of Education

THE UNIVERSITY OF THE STATE OF NEW YORK

[Emblem]

EDUCATION DEPARTMENT

STATE OF NEW YORK:

COUNTY OF ALBANY:

I, Richard J. Sawyer, Secretary, Board of Regents, certify that the annexed photostatic copy of the Amendment to Charter of Yeshiva University granted by the Regents of The University of the State of New York on January 21, 1970 is a true copy of the original and of the whole thereof.

[SEAL]

IN WITNESS WHEREOF, I hereunto set my hand and affix the seal of the University and of the State Education Department, at the City of Albany, New York, this 21st day of November 21, 1973

/s/ Richard J. Sawyer
RICHARD J. SAWYER
Secretary
Board of Regents

The

University of the State of New York

Education Department

Amendment to Charter of

Yeshiva University

This instrument witnesseth That the Board of Regents for and on behalf of the Education Department of the State of New York has amended the charter of Yeshiva University, located in the city, county and State of New York, -- which was granted by the Board of Regents, and amended in various respects, and having been last amended by the Regents on June 27 1969, by authorizing the university to confer the additional degree of doctor of social welfare (D.S.W.) -- as follows:

1. By authorizing the university to confer the additional degrees of bachelor of education (B.Ed) and bachelor of science in education (B.S in Ed) in conformity with Rules of the Board of Regents of the University of the State of New York and the Regulations of the Commissioner of Education for the registration of institutions of higher education; and
2. By deleting therefrom the authorization to grant the degrees of
   bachelor of hebrew literature (B.H.L.)
   master of hebrew literature (M.H.L.)
   doctor of hebrew literature (D.H.L.)
   bachelor of religious education (B.R.E.)
   master of religious education (M.R.E.)
   doctor of religious education (D.R.E.)

Granted January 14 1970 by the Board of Regents for and on behalf of the State Education Department, attested under the seal of said Department and recorded therein, Number 12,145

Joseph C. McGivern
Chancellor

[illegible]
President of the University
and Commissioner of Education

THE UNIVERSITY OF THE STATE OF NEW YORK

[Emblem]

EDUCATION DEPARTMENT

STATE OF NEW YORK:

COUNTY OF ALBANY:

I, Richard J. Sawyer, Secretary, Board of Regents, certify that the annexed photostatic copy of the Yeshiva University, amendment to charter granted by the Regents of The University of the State of New York on June 27, 1969 is a true copy of the original and of the whole thereof.

[SEAL]

IN WITNESS WHEREOF, I hereunto set my hand and affix the seal of the University and of the State Education Department, at the City of Albany, New York, this 21st day of November, 1973

/s/ Richard J. Sawyer
RICHARD J. SAWYER
Secretary
Board of Regents

The

University of the State of New York

Education Department

Amendment to Charter of Yeshiva University

This instrument witnesseth That the Board of Regents for and on behalf of the Columbian Department of the State of New York has amended the charter of Yeshiva University, located in the city, county, and State of New York,—which was duly incorporated as a membership corporation under the laws of the State of New York on March 29 1897 under the name of The Rabbi Isaac Elchanan Theological Seminary Association, such charter having been amended from time to time by the Board of Regents, in various respects having been last amended, in its entirety, on December 15 1967,— by authorizing the university to confer the additional degree of doctor of social welfare (D.S.W.) in conformity with the Rules of the Board of Regents of The University of the State of New York and the Regulations of the Commissioner of Education for the registration of institutions of higher education.

Granted June 27 1969 by the Board of Regents for and on behalf of the State Education Department, attested under the seal of said Department and recorded thereon, Number 9480

Joseph W McGovern
Chancellor

Richard J. Sawyer
Acting President of the University and Commissioner of Education

THE UNIVERSITY OF THE STATE OF NEW YORK

[Emblem]

EDUCATION DEPARTMENT

STATE OF NEW YORK:

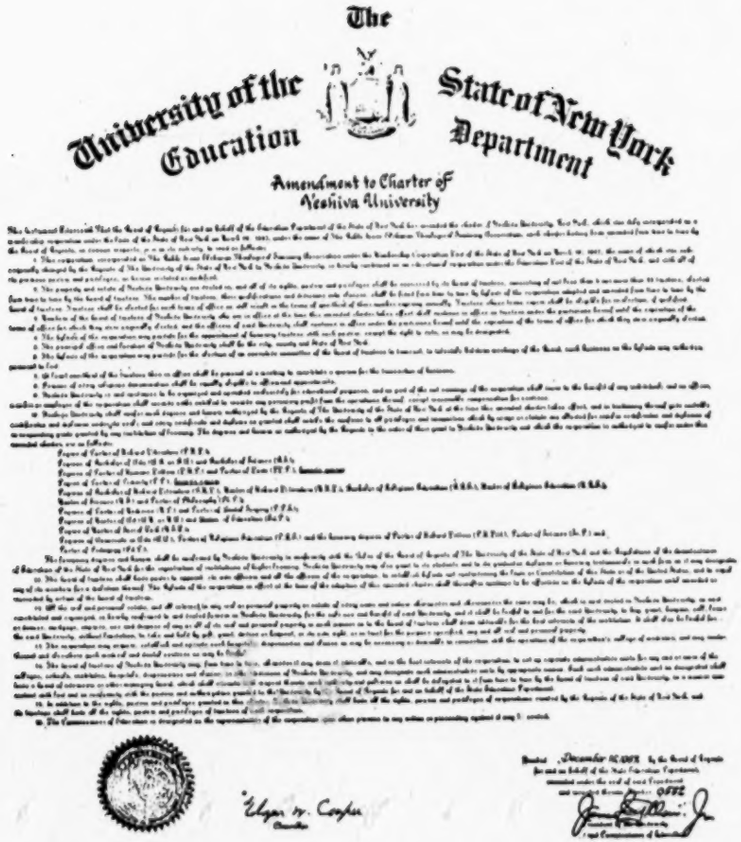
COUNTY OF ALBANY:

I, Richard J. Sawyer, Secretary, Board of Regents, certify that the annexed photostatic copy of the Amendment to Charter of Yeshiva University granted by the Regents of The University of the State of New York on December 15, 1967 is a true copy of the original and of the whole thereof.

[SEAL]

IN WITNESS WHEREOF, I hereunto set my hand and affix the seal of the University and of the State Education Department, at the City of Albany, New York, this 21st day of November, 1973

/s/ Richard J. Sawyer
RICHARD J. SAWYER
Secretary
Board of Regents



The University of the State of New York
Education Department

Amendment to Charter of
Yeshiva University

THE UNVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Albany, New York 12224

December 15, 1967

Division of Law
John P. Jehu, Director
Elizabeth M. Eastman
Louis H. J. Welch
Joseph F. Gibbons
Lorenz F. Loerzel
Donald O. Meserve
Leo Burd
Lawrence W. Reich

Sidney Schutz, Esq.
55 Fifth Avenue
New York, New York 10003

Dear Mr. Schutz:

This is to advise you that the Board of Regents, at its meeting today, formally voted to amend the charter of Yeshiva University in accordance with the petition of the trustees. A copy of the vote adopted is enclosed.

The formal certificate of amendment, restating the charter in its entirety, will be engrossed and forwarded to you. It will, however, be a few months before it is ready for mailing.

Very truly yours,

/s/ John P. Jehu
JOHN P. JEHU

enc.

YESHIVA UNIVERSITY. An application having been made by and on behalf of the trustees of Yeshiva University, New York, for an amendment of its charter in its entirety, it was

Voted, That the charter (certificate of incorporation) of Yeshiva University, New York, which was duly incorporated as a membership corporation under the laws of the State of New York on March 20, 1897, under the name of The Rabbi Isaac Elchanan Theological Seminary Association, such charter having been amended from time to time by the Board of Regents, in various respects, be and the same hereby is amended, in its entirety, to read as follows:

1. This corporation, incorporated as The Rabbi Isaac Elchanan Theological Seminary Association under the Membership Corporations Law of the State of New York on March 20, 1897, the name of which was subsequently changed by the Regents of the University of the State of New York to Yeshiva University, is hereby continued as an educational corporation under the Education Law of the State of New York, and with all of its previous powers and privileges, as herein restated or modified.

2. The property and estate of Yeshiva University are vested in, and all of its rights, powers and privileges shall be exercised by its board of trustees, consisting of not less than 5 nor more than 25 trustees, elected from time to time by the board of trustees. The number of trustees, their qualifications and divisions into classes, shall be fixed from time to time by bylaws of the corporation adopted and amended from time to time by the board of trustees. Trustees shall be elected for such terms of office as will result in the terms of one-third of their number expiring annually. Trustees whose terms expire shall be eligible for re-election, if qualified.

3. Members of the Board of trustees of Yeshiva University who are in office at the time this amended charter takes effect shall continue in office as trustees under the provisions hereof until the expiration of the terms of office for which they were originally elected, and the officers of said University shall continue in office under the

provisions hereof until the expiration of the terms of office for which they were originally elected.

4. The bylaws of the corporation may provide for the appointment of honorary trustees with such powers, except the right to vote, as may be designated.

5. The principal office and location of Yeshiva University shall be the city, county and State of New York.

6. The bylaws of the corporation may provide for the election of an executive committee of the board of trustees to transact, in intervals between meetings of the Board, such business as the bylaws may authorize, pursuant to law.

7. At least one-third of the trustees then in office shall be present at a meeting to constitute a quorum for the transaction of business.

8. Persons of every religious denomination shall be equally eligible to offices and appointments.

9. Yeshiva University is and continues to be organized and operated exclusively for educational purposes, and no part of the net earnings of the corporation shall inure to the benefit of any individual; and no officer, member or employee of the corporation shall receive or be entitled to receive any pecuniary profit from the operations thereof, except reasonable compensation for service.

10. Yeshiva University shall confer such degrees and honors authorized by the Regents of the University of the State of New York at the time this amended charter takes effect, and in testimony thereof give suitable certificates and diplomas under its seal; and every certificate and diploma so granted shall entitle the conferee to all privileges and immunities which by usage or statute are allowed for similar certificates and diplomas of corresponding grade granted by any institution of learning. The degrees and honors so authorized by the Regents in the order of their grant to Yeshiva University and which the corporation is authorized to confer under this amended charter, are as follows:

Degree of Doctor of Hebrew Literature (D.H.L.);

Degrees of Bachelor of Arts (A.B. or B.A.) and Bachelor of Science (B.S.);

Degrees of Doctor of Humane Letters (L.H.D.) and Doctor of Laws (LL.D.), *honoris causa*;

Degree of Doctor of Divinity (D.D.), *honoris causa*;

Degrees of Bachelor of Hebrew Literature (B.H.L.), Master of Hebrew Literature (M.H.L.), Bachelor of Religious Education (B.R.E.), Master of Religious Education (M.R.E.), Master of Science (M.S.) and Doctor of Philosophy (Ph.D.);

Degrees of Doctor of Medicine (M.D.) and Doctors of Dental Surgery (D.D.S.);

Degrees of Master of Art (A.M. or M.A.) and Doctor of Education (Ed.D.)

Degree of Master of Social Work (M.S.W.);

Degrees of Associate in Arts (A.A.), Doctor of Religious Education (D.R.E.) and the honorary degrees of Doctor of Hebrew Letters (D.H.Litt.), Doctor of Science (Sc.D.) and Doctor of Pedagogy (Pd.D.).

The foregoing degrees and honors shall be conferred by Yeshiva University in conformity with the Rules of the Board of Regents of the University of the State of New York and the Regulations of the Commissioner of Education of the State of New York for the registration of institutions of higher learning. Yeshiva University may also grant to its students and to its graduates diplomas or honorary testimonials in such form as it may designate.

11. The board of trustees shall have power to appoint its own officers and all the officers of the corporation, to establish bylaws not contravening the laws or Constitution of this State or of the United States, and to expel any of its members for a violation thereof. The bylaws of the corporation in effect at the time of the adoption of this amended charter shall thereafter continue to be effective as the bylaws of the corporation until amended or rescinded by action of the board of trustees.

12. All the real and personal estate, and all interest in any real or personal property or estate of every name

and nature whatsoever and wheresoever the same may be, which is now vested in Yeshiva University, as now constituted and organized, is hereby confirmed to and vested forever in Yeshiva University, for the sole use and benefit of said University, and it shall be lawful to and for the said University, to buy, grant, bargain, sell, lease or demise, mortgage, improve, use and dispose of any or all of its real and personal property in such manner as to the board of trustees shall deem advisable for the best interests of the institution. It shall also be lawful for the said University, without limitation, to take and hold by gift, grant, devise or bequest, in its own right, or in trust for the purpose specified, any and all real and personal property.

13. The corporation may acquire, establish and operate such hospitals, dispensaries and clinics as may be necessary or desirable in connection with the operation of the corporation's college of medicine, and may render thereat and elsewhere such medical and dental services as may be lawful.

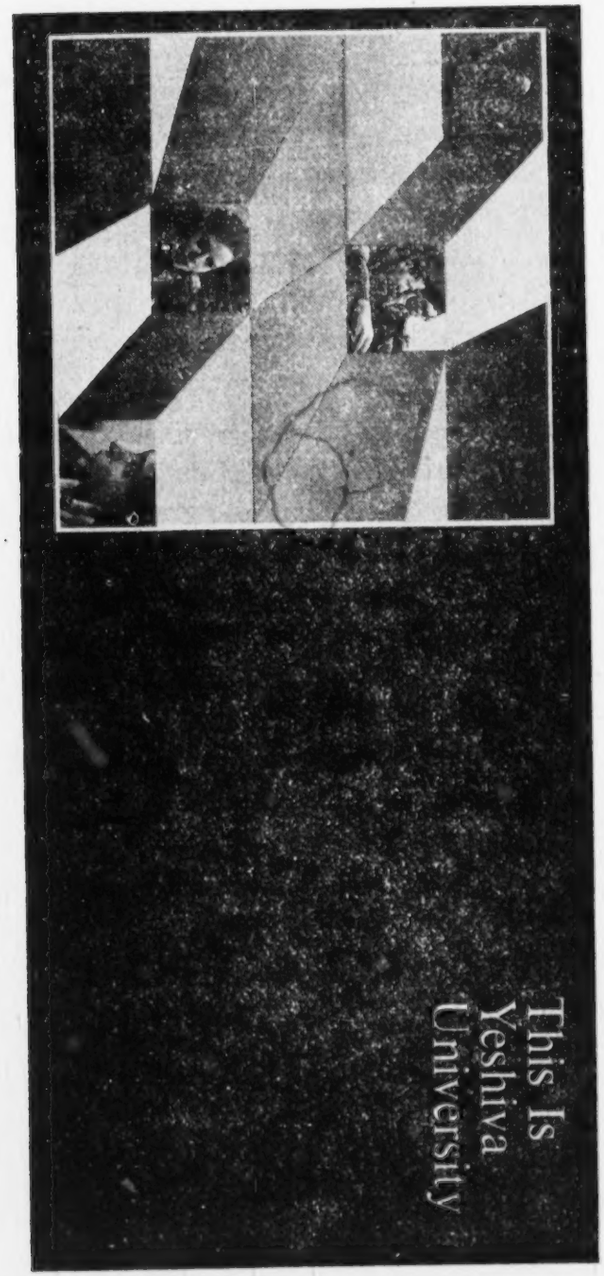
14. The board of trustees of Yeshiva University may, from time to time, whenever it may deem it advisable, and in the best interests of the corporation, to set up separate administrative units for any one or more of the colleges, schools, institutes, hospitals, dispensaries and clinics, or other divisions of Yeshiva University, and may designate such administrative units by appropriate names. Each such administrative unit so designated shall have a board of overseers or other managing board, which shall execute with respect thereto such authority and policies as shall be delegated to it from time to time by the board of trustees of said University, in a manner consistent with law and in conformity with the powers and authorization granted to the University by the Board of Regents for and on behalf of the State Education Department.

15. In addition to the rights, powers and privileges granted in this charter, Yeshiva University shall have all the rights, powers and privileges of corporations created by the Regents of the State of New York, and its

trustees shall have all the rights, powers and privileges of trustees of such corporation.

16. The Commissioner of Education is designated as the representative of the corporation upon whom process in any action or proceeding against it may be served.

EMPLOYER'S EXHIBIT NO. 2



University Centers

Main Center
500 West 185th Street / New York 10033 / (212) 568-8400

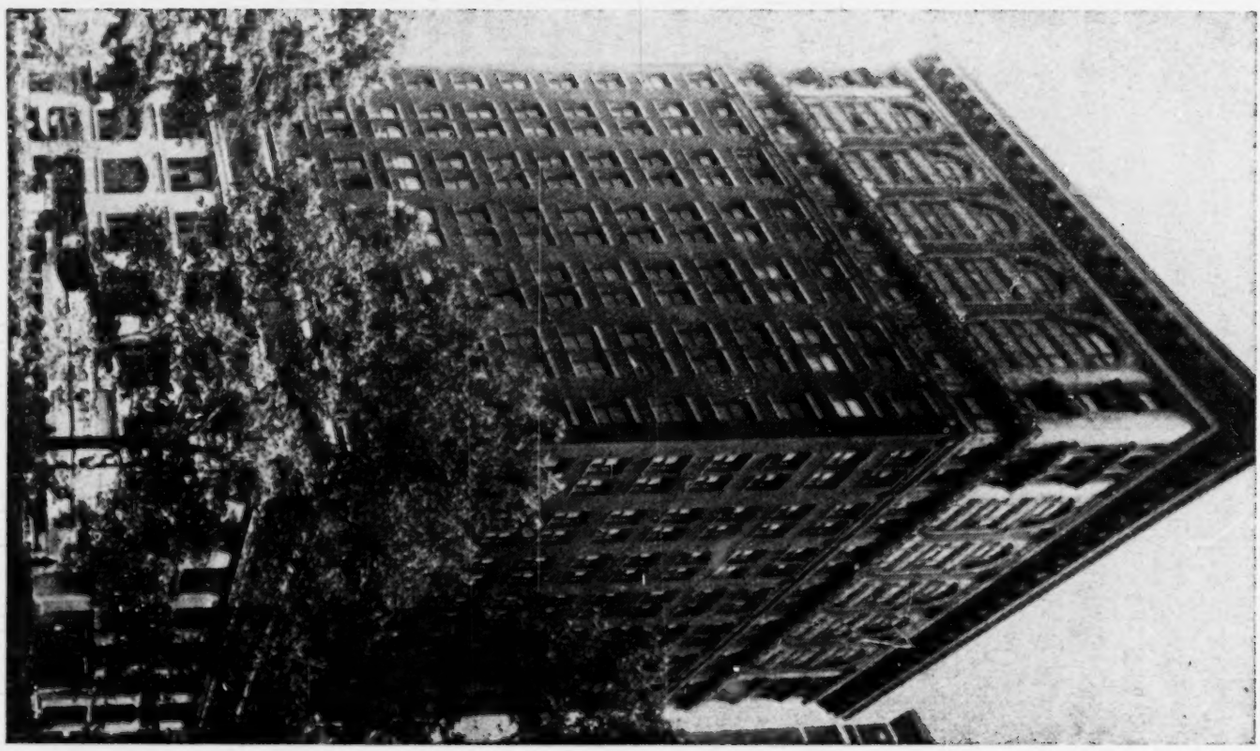
Graduate Center
25 Fifth Avenue / New York 10003 / (212) 255-5600

Midtown Center
245 Lexington Avenue / New York 10016 / (212) 255-5600

Bronx Center
Eastchester Road and Morris Park Avenue / New York 10461 / (212) 430-2000

MAIN CENTER

1	Furst Hall (classroom-administration) 500 West 185th Street
2	Mendel Gottesman Library 2520 Amsterdam Avenue (bet. 185th & 186th Sts.)
3 & 4	Original Main Building and Riets Hall 2540 Amsterdam Avenue (186th & 187th Sts.)
5	Morgenstern Residence Hall 2525 Amsterdam Avenue (185th & 186th Sts.)
6	Danciger Campus Amsterdam Avenue at 185th Street
7	Rubin Residence Hall 2501 Amsterdam Avenue (184th & 185th Sts.)
8	Science Center Amsterdam Avenue at 184th Street
9	Student Union Building Amsterdam Avenue & 183rd Street
10	Yeshiva University Museum (at Mendel Gottesman Library) 2520 Amsterdam Avenue



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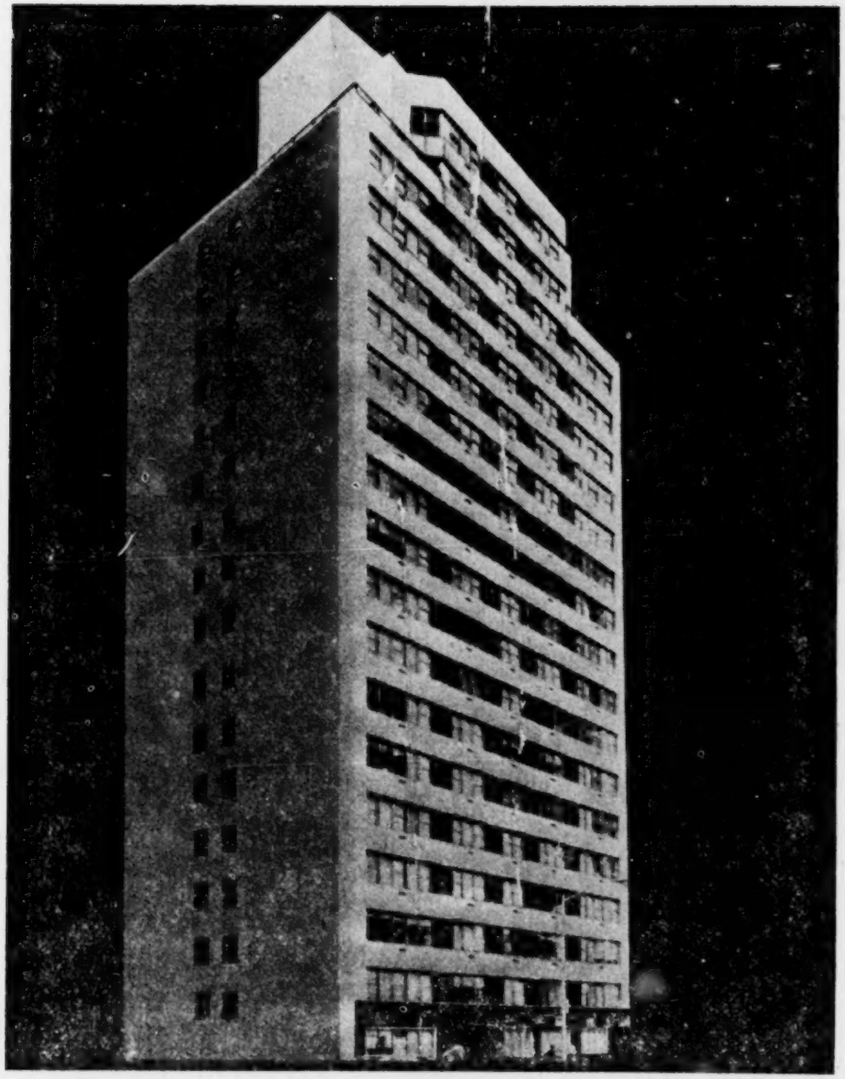

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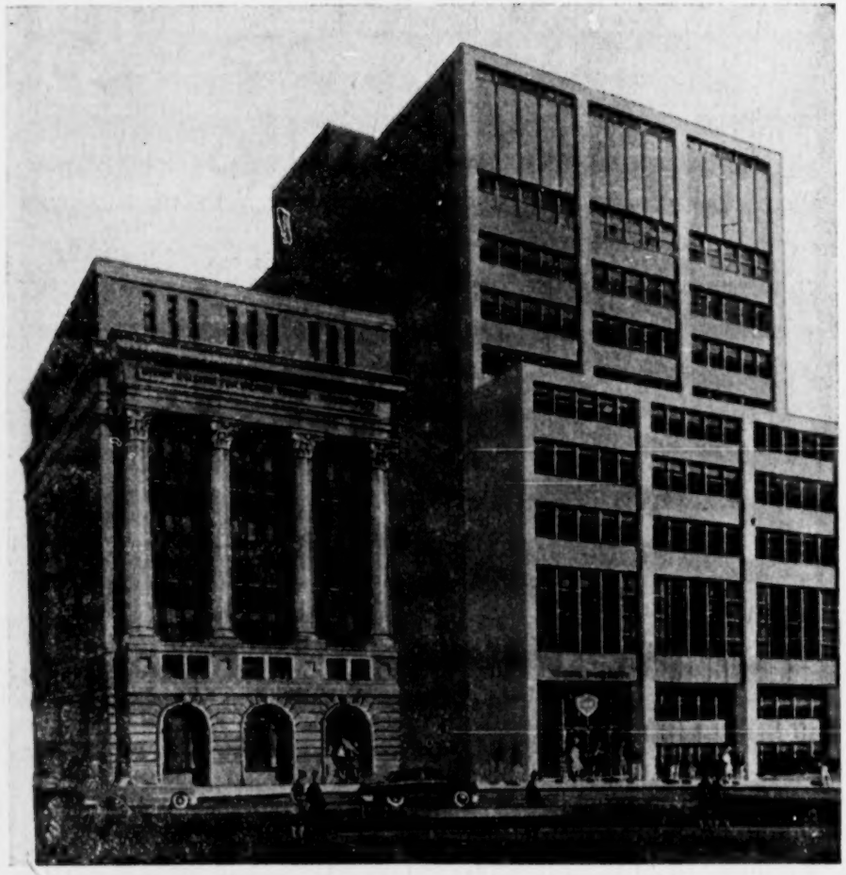

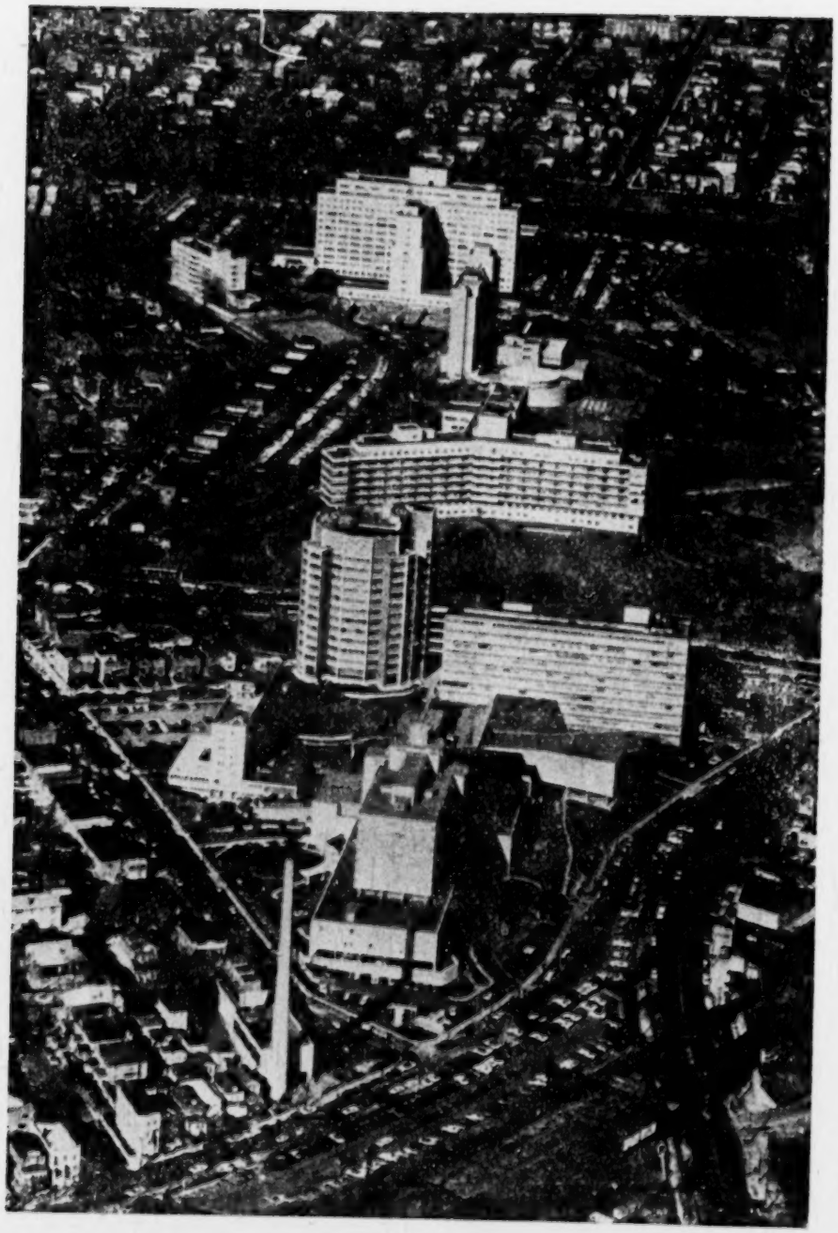

EMPLOYER'S EXHIBIT NO. 3

YESHIVA UNIVERSITY
OFFICE OF THE REGISTRAR

GRADUATE CREDIT FOR UNDERGRADUATES

A. Graduate Courses for Undergraduate Credit Only

Qualified undergraduates are permitted to take graduate courses for undergraduate credit. Regulations governing such courses are found in Form P3.2.

B. Graduate Courses for Graduate Credit Only

There are certain circumstances under which seniors who are not eligible for joint programs (see below) or who are interested in subjects in which joint programs do not exist, may take graduate courses for graduate credit. A senior who is short less than 12 credits towards graduation may take graduate courses, provided that his combined work load does not exceed the normal undergraduate program. Such students must apply through the Office of Admissions for admission to the graduate school and program of their choice. They must meet all normal requirements for admission to the graduate school, and until they receive their bachelor's degree will have the status of a Regular Student with an entrance condition if they have applied for a degree program, or a Transient if they have not. They must also pay graduate tuition for the graduate courses in addition to their undergraduate tuition and charges.

C. Joint Bachelor's-Master's Programs

Several joint bachelor's-master's programs exist, under which qualified undergraduates can take courses in the University's graduate schools, and receive credit simultaneously toward their undergraduate degree and a graduate degree. In this way a student can shorten the usual 1½-2 year period re-

quired for a master's degree. To be eligible for such programs the student must meet the academic requirements indicated in the various programs below. The student must apply on Form P3.3; applications should be filed at least a month before the end of the semester prior to the one in which the student wishes to start, e.g., by May 1 of the Junior year for a student who wishes to enter the program as a Lower Senior. When a student is approved he will receive a formal letter of admission from the Office of Admissions. He must follow the attendance regulations and grading system of the school at which the courses are being taken, and must count the joint courses in his work load, subject to all usual credit limitations. While the student must also register for the joint courses with the graduate school during the regular registration period, there will be no tuition charge for such courses above the regular undergraduate tuition. *Admission to a joint program is not automatic even if the student meets all the requirements.* The student must receive the approbation of a committee representing both the undergraduate and graduate faculty in his subject, and may be required to appear before them for a personal interview.

Note that all requirements for the BA (or BS) and the MA or (MS) include not only the completion of all required course work, but also, on the undergraduate level, the completion of all college requirements (including, for YC students, continuation in EMC, JSS, or YP), and on the graduate level, the passing of a written comprehensive examination, or completion of a master's project, as required.

In all programs students are limited to two graduate courses a semester unless otherwise specified.

As long as the student is in the bachelor's-master's program he must complete the entire program in order to receive the bachelor's as well as the master's; only if he withdraws from a program can he

receive the bachelor's alone. If he withdraws he cannot count the courses he has taken toward both the bachelor's and the master's, but only toward one of the degrees.

The currently existing programs, and any special requirements of each, are listed below. For further information consult the appropriate department.

I. CHEMISTRY (Yeshiva College and Stern College with Belfer Graduate School)

An average of 3.0 generally and 3.4 in Chemistry is required. See Form P1.3J for the proper sequence of courses to be taken. Admission to the program will be considered after the completion of Chemistry 15R-16R.

II. EDUCATION (Stern College with Ferkauf Graduate School)

Stern College Education majors who are interested in Elementary Education and in Teaching English in Secondary School are to consult with their department chairman.

III. JEWISH EDUCATION (Erna Michael College and Stern College with Ferkauf Graduate School)

a. An Erna Michael College student is eligible if he is a senior with a major, or two minors, in Bible, Education, Hebrew, History, or Philosophy, with an average of 85% generally and 87% in the major or minors.

b. A Stern College student need not be a Jewish Studies major, but must have completed at least 18 courses in Jewish Studies at the High level, with an average of 3.2 generally and 3.4 in the field of Jewish Studies.

IV. JEWISH STUDIES (Erna Michael College, Yeshiva College, and Stern College with Bernard Revel Graduate School)

a. An Erna Michael student must be a senior with a major or minor in Bible, Hebrew, History, Philosophy, or Talmud, with an average of 85% generally and in the intended field of graduate study.

b. A Yeshiva College student must have an average of 3.2 generally and 3.4 in Jewish Studies. He must have completed two years in Yeshiva College, be majoring in Hebrew or Jewish Studies, and have completed the following courses in Hebrew 1-2; 3; 4; 71; 72; 73; 74. In addition, if the student intends to major in Jewish History or Talmudid Studies in Revel, he must have completed History 1;2, and 71; 72; if he intends to major in Hebrew Literature, he must have completed two additional courses in Hebrew literature; if he intends to major in Jewish Philosophy, he must have completed two semesters in philosophy courses numbered under 70 and two semesters of philosophy numbered over 70.

c. A Stern College student must have an average of 3.2 generally and 3.4 in Jewish Studies. She must have completed two years at Stern College, be majoring in Hebraic or Judaic Studies, and have completed four semesters of Hebrew and four semesters of Bible on at least an intermediate level. In addition, if the student intends to major in Hebrew History in Revel, she must have completed History 1,2 and 71; 72; if she intends to major in Hebrew Literature, she must have completed two additional courses in Hebrew Literature; if she intends to major in Jewish Philosophy, she must have completed two semesters of philosophy courses numbered under 30 and two semesters of philosophy numbered between 31 and 60.

V. MATHEMATICS (Yeshiva College and Stern College with Belfer Graduate School)

An average of 3.0 generally and 3.4 in Mathematics is required. Admission to the program will be considered after the student completes Mathematics 23-24.

VI. PHYSICS (Yeshiva College with Belfer Graduate School)

An average of 3.0 generally and 3.2 in Physics is required. See Form P1.6J for the proper sequences of courses to be taken.

VII. PSYCHOLOGY (Yeshiva College and Stern College with Ferkauf Graduate School)

Phychology majors who are interested in Educational, Experimental, or Social Psychology will be considered for admission after completion of Psychology 1 and 21 additional credits. An average of 3.2 generally and 3.4 in Psychology is required.

VIII. SOCIAL WORK (Stern College and Erna Michael College with Wurzweilder School of Social Work)

These programs are being arranged; they are expected to be approved and go into effect in Fall 1974.

EMPLOYER'S EXHIBIT No. 4

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DIRECTOR OF ADMISSIONS
YESHIVA UNIVERSITY
500 West 185th Street/New York, N.Y. 10033/
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EMPLOYER'S EXHIBIT No. 7

Salaries of Professors:

If you eliminate the salary of the one "retired" biochemist, then one finds that the salary ranges for the remaining all-tenured chemistry faculty are adequate for nine month contracts. There is no teaching in the summer, but professors can be paid from grants for research activities to augment salaries.

Teaching Loads:

Teaching loads were idealistic, but not very economical. Apparently, one didactic course per man per semester is the average. When you realize the low number of graduate students in each of these graduate courses, the cost is indeed quite high.

Administration:

The Graduate Dean, apparently, exercises very little control over the chemistry graduate program. The admission of students, the appointment of committees, the supervision of academic hurdles are left almost entirely in the hands of the department chairman. Since good graduate students are so difficult to obtain, supervision over the admission process (screening) is most desirable. In addition, the practice of letting the graduate students know who is making up the cumulative exams, and the practice of giving half-passes and not requiring a definite number of passes per definite number tried, is not conducive to a good screening process. The fact that GRE scores are not required and that a fixed TOEFL score for foreign students is not required tends to soften, too much, the admission process.

Historically, the Ph.D. programs in Math and Physics were started many years before the Chemistry program was initiated. Both the Math and Physics programs have achieved national reputations, as evidenced by national ratings. However, it was clear to the committee that the Chemistry department does not share such prestige.

We were impressed very much by the spirit of cooperation between the three departments, both with respect to the teaching of relevant courses and the sharing of research equipment.

There is also evidence of significant interaction between the biochemistry and biophysics programs at the Medical School and the Belfer chemistry program.

Historically, chemistry came upon hard times in the early 1970's. Government cutbacks, changes in the economy of the country, and an "apparent" oversupply of chemists led to significant unemployment and underemployment among chemists. Academic positions, in general, were difficult to find since many universities had expanded to capacity, and most academic slots were filled. Ph.D. production

EMPLOYER'S EXHIBIT NO. 10

May 6, 1974

Dr. Dorthy G. Harrison
Director
The State Education Department
Albany, New York

Dear Dr. Harrison,

In response to your request for more details concerning our planning for University-wide strengthening and integration of chemistry, I attach various memoranda that should be indicative. These memos go back to March 7, 1974, i.e. *prior* to the evaluation team's visit, and refer back to meetings that began in *November*, 1973 (a month after my arrival at the University).

Although planning continues, both at the interdepartmental and at the faculty administration levels, as it must and as it always will, it is certainly proper to say that all of us, faculty and administration alike, are in general agreement with the directions of the plans in Prof. Pomerantz's memo of April 22. I am pleased to report that these plans have not only been encouraged by Dr. Socol (the Vice President for Business Affairs) and by myself, but that they were also presented by Prof. Pomerantz to the entire Executive Council and met with a unanimously favorable reception there as well. I am quite confident that 2-3 years from now our chemistry picture at YU will be very similar to that which Prof. Pomerantz projects and that the result will be an enviable strengthening at the doctoral as well as at the undergraduate levels.

Sincerely,

J. A. Fishman
Vice President
Academic Affairs

cc: Pres. Belkin
Vice Pres. S. Socol
Prof. A. Koman
Prof. M. Pomerantz

BELFER GRADUATE SCHOOL OF SCIENCE
YESHIVA UNIVERSITY

To: Dean Arthur Komar

Date: April 22, 1974

From: Prof. Martin Pomerantz
Chairman
Department of Chemistry

Subject: Projections for the Chemistry Department at Yeshiva University

As part of the Chemistry Department's projection for the next five years I am enclosing a list of the courses which should be taught at Yeshiva College and Stern College along with numbers of sections and teaching assistants needed to staff these sections. The courses listed should allow American Chemical Society accreditation of the program, assuming, of course, some upgrading and modernization of the appropriate courses. I am also providing you with a list of the graduate courses to be taught, assuming a reasonable (number and distribution among areas) steady state population of graduate students.

From this data it is clear that we need 13 full time faculty, as is indicated on the appropriate enclosed sheet. This assumes a credit load of approximately 7½ credits per faculty per semester. This is to be contrasted with 1 course per man per semester in chemistry departments at the first rate institutions. This list does not include a diminished load for the Department Chairman nor does it include allowance for faculty members on Sabbatical leave. In these cases we might be able to delete one or two courses and/or use a part time instructor if this proves necessary.

I have listed a separate faculty member at Stern College since I believe if there is to be a Chemistry program given at SCW which would include Freshman, Organic and Physical chemistry there must be a faculty member in residence. The advanced courses for SCW students will be taken at the main campus.

Since the University now has the equivalent of 14 faculty members on its payroll this plan for 13 faculty represents a decrease in total faculty. Presently Belfer has 7, Yeshiva College has 4, Stern College has 2½ and Sue Golding hires in the equivalent of about ½. Thus there should be a net of about $20,000 less spent on faculty salaries.

Assuming professors Levine, Blackman and Meyer will retire in the next five years the salary savings by replacing these people with assistant professors would be about $40,000. This net decrease of about $60,000 in faculty salaries must then be used to support the 16 teaching assistants (16 T.A.'s @ $3,600 = $57,600) which will be required to staff the laboratory sections.

Sixteen teaching assistantships are necessary by the following calculation. There are 53 total semester assistant slots available for the year. This assumes only Freshman, Organic and Physical Chemistry will be taught at SCW. Each laboratory is about 4-6 contact hours. Thus if an assistant is to have an average load of about 8 contact hours per semester we need 54/3 = 18 assistants. We will, however, try to make due with 16 assistants.

There is also a full time stockroom attendant at Yeshiva College whose slot must be kept and there was a full time person, Joe Levovitz, whose job it was to oversee the operation of the undergraduate laboratories and the instrumentation. This slot also must be retained. There should also be a budget for departmental expendable supplies to be used for graduate student education. This is in addition to the departmental budget for undergraduate instruction both in formal laboratory courses and in student research.

Of course Ken Hylton and Al Singelton are necessary for the Chemistry Department.

I would also like to suggest that the non-tenured members of the chemistry departments, other than Prof. Blackman since he will retire in a few years, one at YC and one at SCW be replaced within a year by productive researchers and teachers. As is indicated in the preliminary report from New York State there should be a single department of people doing graduate research along with

undergraduate teaching. These people, if they are of a high caliber, can attract outside sources of support which will include overhead. The two untenured faculty presently at Yeshiva University can not carry out research of this caliber. I also believe that the non-tenured member of the Y.C. Chemistry Department can, since she has been associated with Yeshiva University for a number of years, be offered the position of "undergraduate laboratory director." This position, with the assistance of a graduate student, can replace the position held by Joe Levovitz. As we begin to replace faculty we will also begin to adequately represent the four major areas of chemistry and can thus offer a fuller program.

Arrangements must be made for whatever secretarial help is available for the Y.C. Chem. Dept. to be made available to the single department. We will clearly have much more typing and other secretarial work when we have undergraduate students.

In several years we would like to see all of the undergraduate chemistry laboratories moved into the BGSS building. For reasons we have already discussed all of the laboratories must be moved rather than splitting them up. If they are not moved all at once then there must be some (unnecessary) duplication of stockroom, stockroom attendant, equipment and instrumentation etc.

MP/md

cc: Vice President Fishman
cc: Vice President Socol

Dean Arthur Komar — April 30, 1974

Prof. Martin Pomerantz
Chairman,
Dept. of Chemistry

Projections for the
Chemistry Department at
Yeshiva University

I have recently been informed that the Chemistry Department at Stern College has two full-time and two part-time faculty (or the equivalent of 3 faculty) rather than the 2½ I indicated in my memo to you of April 22, 1974. Thus the University now actually has the equivalent of 14½ chemistry faculty members. This additional amount of funds (½ faculty member) can allow us to budget for some of the necessities such as departmental expendable supplies, upgrading undergraduate laboratory course content, repair of instructional instrumentation, etc. which would have been almost impossible in the original plan I outlined to you.

MP/md

cc: Vice President Fishman
Vice President Socol

13 Chemistry Faculty Total to Serve BGSS, YC, SCW and AECOM

4 Organic, 4 Phys.Chem., 2 Inorganic, 1 Analytical, 1 Biochem., 1 at SCW full time (Organic)

FALL SEMESTER

Faculty	Graduate Course	Undergr. Course	Lab.	Seminar	Credits	Approx. Contact Hours
Organic	Adv. Org. I	Freshman			7½	6
Organic	Topics in Organic	Organic			7½	6
Organic		Organic	Org. Lab	Pre-res. seminar	6	15+
Organic	Bio-Org.Mech.(AECOM)	(or SCW Org.)		Org. Seminar	6-9	6+
Physical		SCW Phys. Chem.	Phys. Chem. Lab YC & SCW		9	15
Physical	Intro.Chem.Phys.I	Phys. Chem.			7½	6
Physical	Topics Phys.Chem.	Phys. Chem.			7½	6
Physical	Phys.Chem.(AECOM)	(or SCW Freshman)	Fresh. Lab		6½	15+
Inorganic		Freshman Theoret. & Inorg.		Topics	7	7
Inorganic	Topics in Inorganic	Freshman			7½	6
Analytical	Spec.Phys & Math		Analyt. Lab		7½	9
Biochemist	Adv.Org.or Biochem.	Biochem.			7½	6
SCW		2 Fresh. &/or Organic	Fresh & Org.Labs (SCW)		10	15+

SPRING SEMESTER

Faculty	Graduate Course	Undergr. Course	Lab.	Seminar	Credits	Approx. Contact Hours
Organic	Adv.Org.II	Freshman			7½	6
Organic	Synthetic Org.	Organic			7½	6
Organic	Techniques of Org.Research		Tech. Lab	Org. Seminar	6-9	11
Organic		Organic	Org. Lab.	Pre res. Sem.	6½	15+
Physical	Statist. Thermo.	Phys.Chem.			7½	6
Physical	Intro.Chem. Phys.II	Freshman			7½	6
Physical		SCW Phys. Chem.	P.Chem. Lab YC & SCW		9	15
Physical	Phys.Chem. (AECOM)	(or SCW Freshman)		Topics	5½	4+
Inorganic		Adv. Inorg.	Fresh Lab		5	15+
Inorganic	Adv.Inorg.	Fresh-man			7½	6
Analytical	Methods of Chem.Kinetics		Adv. Lab		7½	9
Biochem.	Topics Org. Chem.	Biochem.			7½	6
SCW		Freshman & Org.	Fresh. & Org. Lab (SCW)		10	15+

CHEMISTRY DEPARTMENT

Graduate Courses

Fall

Name	Credits	Periods	TA's
Ch. 121 Adv. Organic I	4½	3	
CH.186.1 Spec. Phys & Math for Chem	4½	3	
CH.181.1 Intro to Chem Phys	4½	3	
Ch.221.1 Topics in Org. Chem	4½	3	
Ch.251.1 Topics in Phys Chem	4½	3	
Add'l Inorg. or Phys Chem Course	4½	3	
230.1 Org. Chem. Seminar	up to 4½	3	
500.1 Preresearch Seminar	1½	1	
Add'l. Organic or Biochem (or other)	4½	3	
Ch 200 Masters Research			
Ch 450 Chem Research			

Spring

Ch. 103.1 Adv. Inorg. Chem	4½	3	
Ch. 122 Synthetic Org. Chem	4½	3	
Ch 123 Adv. Org. Chem. II	4½	3	
Ch 125 Tech. of Org. Research	3	2	
Ch 126 Lab for above	1½	6	2
Ch 152 Statist. Thermodynamics	4½	3	
Ch 181.2 Intro to Chem. Phys II	4½	3	
Ch 221.1 Topics in Organic Chem.	4½	3	
Ch 158 or 286 Methods of Chem. Kinetics or Quant. Theory of Org. Chem.	4½	3	
Ch 251 or 203 Topics in Phys Chem or Inorg.	4½	3	
Ch 500.2 Preresearch Seminar	1½	1	
Ch 230.2 Organic Seminar	up to 4½	3	
Ch 200 Masters Research			
Ch 450 Chem. Research			

Yeshiva College

Undergraduate Courses

Fall

Name	Credits	Periods	Sections	TA's
Ch 5 Freshman	3	3	3	
Freshman Lab.	2	5	6	8
CH 13 Organic	3	3	2	
13L Org. Lab.	2	5	3	4
Ch 15 Physical	3	3	2	
15L Physical Lab.	3	6	1	2
Ch. 27 Topics (Seminar)	1	1	1	
Theoret & Inorganic	3	3	1	
Analytical Laboratory	3	6	1	2
Biochem	3	3	1	
Thesis				

Spring

Name				
Ch 6 Freshman	3	3	3	
Freshman Lab	2	5	6	8
Ch 14 Organic	3	3	2	
14L Organic Lab	2	5	3	4
Ch 16 Physical	3	3	1	
16L Physical Lab	3	6	1	2
Ch 27 Topics (Seminar)	1	1	1	
Adv. Inorganic	3	3	1	
Biochem	3	3	1	
Advanced Laboratory	3	6	1	2
Thesis				

Undergraduate Courses, Stern College

FALL

Name	Credits	Periods	Sections	TA's
Chem 1 Basic Chemistry	3	3	1	
1 L Lab	2	5	2	3
Chem 1.1 Gen'l Chemistry	3	3	1	
1.1 L Lab	2	5	2	2
Chem 13 Organic Chemistry	3	3	1	
13 L Organic Lab.	2	5	2	3
Chem 15 Physical Chemistry	3	3	1	
15 L Physical Lab.	3	6	1	2

SPRING

Chem 2 Basic Chemistry	3	3	1	
2 L Lab	2	5	2	3
Chem 2.1 Gen'l Chemistry	3	3	1	
2.1 L Lab	2	5	2	2
Chem 14 Organic Chemistry	3	3	1	
14 L Organic Lab.	2	5	2	3
Chem 16 Physical Chemistry	3	3	1	
16 L Physical Lab	3	6	1	2

Advanced undergraduate and graduate courses to be given at the main campus.

BELFER GRADUATE SCHOOL OF SCIENCE
YESHIVA UNIVERSITY

To:

Professor Eli Levine
Chairman
Department of Chemistry
Yeshiva College

Date:

April 4, 1974

From:

Prof. Martin Pomerantz
Chairman
Dept. of Chemistry, BGSS

Subject:

"Industrial Chemistry" Course

As was discussed in Dr. Fishman's office, and most recently in Dean Komar's office, there seems to be a consensus that an "Industrial Chemistry" course should be offered at Y.U. It would be a hundred level course, that is, open to Y.C., S.C.W. and B.G.S.S. students. I would appreciate it if Prof. Blackman could handle and coordinate the course and I would hope he would be given the appropriate credit toward his teaching load by you and Dean Bacon, bearing in mind it is a new course and will be an upper level undergraduate-graduate course. The number of credits, hours per week and which semester it is to be offered will be worked out by Prof. Blackman in consultation with appropriate members of the Chemistry Departments of Y.C., S.C.W. and B.G.S.S. In addition the course content (including perhaps, polymer chemistry, surface chemistry, chemical economics, etc., etc.) will be determined as will the people on the faculty and those from the outside who will contribute. BGSS has several people who said they would contribute.

I look forward to hearing from Professor Blackman so we can work it out for one of the semesters of next academic year (1974-75).

MP/md

cc: Vice President Fishman
Deans Bacon, Komar, Mirsky
Prof. N. Remes

BELFER GRADUATE SCHOOL OF SCIENCE
YESHIVA UNIVERSITY

To:

Drs. J. Fishman, V.P.
Eli Levine, Yeshiva College
Nathaniel Remes, Stern
Martin Pomerantz, Belfer

Date:

March 21, 1974

From:

Dean Komar

Subject:

Organization of Chemistry at Yeshiva University

The first meeting of the Committee concerned with the organization of chemistry at Yeshiva University will be held in my office on Tuesday, April 2, at 3:30 P.M.

The agenda will include the following:

1) possibility of undergraduate instructional laboratories being relocated to the Belfer Building
2) programs of instruction
3) joint courses offerings

AK/md

cc: Dean Bacon
Dean Mirsky
E. Schwartz

Dean Isaac Bacon March 20, 1974

Martin Pomerantz
Chairman
Department of Chemistry

Mr. Edmund Schwartz, our Director of Laboratories, and myself are looking into the availability of space for part or all of the undergraduate chemistry laboratories in the Belfer Building. We hope to have the data on the available physical facilities at the meeting, being called by Dean Komar, of the Committee of Chemistry Department Chairmen to discuss the organization of chemistry at Yeshiva University. At that time we will get the appropriate input from Professors Levine and Remes as to the exact needs of undergraduate laboratories. We should then be in a position to make a final recommendation.

MP:hn

cc: Vice President Fishman
Dean A. Komar
Dean J. Rabinowitz
Professor E. Levine
Professor N. Remes
Mr. Edmund Schwartz

YESHIVA UNIVERSITY

Memorandum

From: Date: March 7, 1974

Joshua A. Fishman
Vice President for
Academic Affairs

To:

Dean Bacon, Dean Komar
and Dean Mirsky
Dr. Levine, Dr. Pomerantz
and Dr. Remes

Subject:

The organization of chemistry
at Yeshiva University

The purpose of this memorandum is to summarize the several meetings that I have had with the members of our various chemistry facilities since November, 1973 and to point the direction of future University-wide efforts in this area of instruction and research.

1. There is compelling University need, both curricular and fiscal, for greater integration and continuity of planning viz-a-viz instruction and research in chemistry. Over the period of the next 2-3 years this must be accomplished, at least to the extent that it already exists with respect to physics and mathematics, and will be the prime responsibility of a committee of which I will be chairman, Dean Komar will be executive secretary, and Doctors Levine, Pomertanz and Remez, or their alternates, will be members.

2. The first area of needed integration and continuity would seem to be that of greater sharing of facilities, equipment, and extra-curricular program. The University's resources must be allocated in such a way as to be

maximally useful and helpful to all of its chemistry faculty and students, rather than be disproportionately available only to those at the graduate level. Past problems in this connection must be avoided by a spirit of future sharing for the good of all.

3. The second (and admittedly more difficult) area of needed integration and continuity relates to current programs of instruction. Here our goal must be one of maximal inter-level joint-planning and implementation. Generally speaking, the permanent assignment of most faculty members to one and only one level of instruction is to be avoided, as is the retention or addition of faculty for whom only one level or area of instruction is possible. Faculty members assigned (newly or traditionally) to undergraduate instruction must be already to spend considerable time at the undergraduate campuses, in order to guide and encourage students, non-majors as well as (or even more so than) majors, and in order to more readily modify their courses, in the light of student needs, interests and abilities. Similarly, the work of teaching assistants must be constantly supervised and monitored so that it will be qualitatively high as well as integrated with that of lecture and recitation instructors. All in all, in moving to greater inter-level articulation of faculty and resources the least sensitive areas for such articulation (probably the more advanced undergraduate courses) must be located for early implementation, and the more sensitive ones: for implementation after due preparation and with built-in evaluation. All in all, however, articulation in this area (programs of instruction) is *not* to be subject to long term postponements and the 2-3 year target is to obtain here as elsewhere.

4. The third area of necessary articulation is that of ongoing curricular revision and overall improvement, both at the graduate and undergraduate levels. Here such needs as a fully operational BA-MA program (or a separate BA-MA program for pre-meds), a joint physical-chemistry lab course, joint bio-chemistry offerings, a joint instrumental analysis course, a joint pre-research seminar, a joint industrial chemistry course, special recitation

sections in mathematics, etc have been mentioned and should be further studied and implemented as rapidly as reasonable consensus and resources permit. In these connections, as well as in connection with the prior two areas, the relocation of particular labs, the use of a shuttle bus, the periodic re-assignment of faculty members to particular campuses, and the greater use of Belfer facilities for the instructional, lab and research needs of *all* students should be explored as alternative possibilities with respect to reaching a single overall goal: the maximal articulation of our human and physical resources for improved educational and scholarly achievements across administrative lines and levels.

Upon your receipt of this memorandum, Dean Komar is authorized to convene The Committee in order to begin immediate planning for 1974-75 in the three areas indicated above.

/s/ Joshua A. Fishman

BELFER GRADUATE SCHOOL OF SCIENCE
YESHIVA UNIVERSITY

To:
Dr. Joshua Fishman
Vice President

Date:
May 3, 1974

From:
Professor Martin Pomerantz
Chairman
Department of Chemistry

Subject:
New York State
Education Department
Evaluation

As we discussed I am enclosing two copies of the written correspondence and memos concerning closer cooperation and ultimate merger of the various chemistry departments and offerings at Yeshiva University.

At the present rate of spending we can have 13 faculty which includes 12 at the main campus and one at SCW who would have a slightly higher teaching load than the other 12 but would oversee the program at SCW. I don't think there can be any sort of reasonable program (even 3 years of chemistry) without someone who is there full-time and is committed to the SCW program. I don't believe the area of specialization for this person is critical but I presently see an organic chemist filling this role. Since the plan involves a few faculty from the main campus teaching courses at SCW, and still doing meaningful research, often laboratory research, at the main campus the only way for this program to function efficiently is by instituting a bus service between campuses. This is also necessary if the SCW students are to take any courses at the main campus. Once again, the faculty distribution will be: 4 physical chemists, 4 organic chemists, 2 inorganic chemists, one analytical chemist, one biochemist and one (organic) at Stern College.

In addition I foresee a need for about 16 teaching assistants and this too is well within the framework of the current chemistry faculty expenditures.

We presently have on hand the equivalent of 14½ full-time faculty. Of this number eight are tenured and are not retiring within the next 3-5 years. Thus we must replace five people within the next 5 years. This will allow us to have a diverse faculty encompassing all of the major chemical disciplines and to allow us to have a sufficient number of faculty to have a viable program. We plan to add people at the junior level of high quality both in teaching and research and who will be able to attract outside sources of support for their research. We will keep a balance of tenured and non-tenured people and only the best people will be promoted into a tenure positions.

It should be emphasized that unlike other departments we do not have an overabundance of mediocre faculty who are many years from retirement. We are in the unique position of starting with a rather good faculty and being able to have it grow into a strong department because of retirements and dismissal of non-tenured faculty.

At present the various chemistry departments have access to the following University funded personnel either full-time within the departments or part-time within the College or School.

ca. 1-1½ Secretaries (the approximate chemistry share of those in secretarial pools)

Stockroom attendant (Y.C. Chem. Dept.)

Man in charge of chemistry laboratories (Y.C. Chem. Dept.)

Electronics Engineer (part-time, within BGSS)

Shipping-Receiving-General Repair (part-time, within BGSS)

Duplicating room attendant (part-time, within BGSS)

These people should be available to a single department and in addition the half-time stockroom attendant and secretarial facilities at SCW will be retained.

The University also now collects about $15,000 in chemistry laboratory fees and this coupled with the equivalent

of ½ of a faculty salary (about $8,000-10,000, as outlined on the enclosed memos) would allow the single department to have sufficient funds for undergraduate laboratories including the upgrading of the experiments, the purchase of some new equipment for these laboratories each year, for the repair of damaged instruments and for general consumable supplies.

The total expenditures described here are essentially those currently, except that now there is much fragmentation and duplication in several departments which will be eliminated. In addition, not only would this plan allow us the assistantships with which to attract good students but a single department would undoubtedly allow us to keep a few of our very good undergraduates.

I would also like to point out a few obvious additional factual errors of considerably less import than that described above.

While the number of full-time students indicated in the report is 4 the actual number of students working toward their degrees full-time is 7. The difference being that the maintenance of status category of registration is used by students who have completed all the course and research credit requirements but have not actually completed their thesis research.

The report talks about two "theoretical type chemists (trained as physicists)" the implication being that they are strictly theorists. In fact both have experimental programs, one in magnetic resonance and critical phenomena and the other in main group organometallic chemistry.

The report also implies that the chemistry department was not of the quality to be rated in the latest ACE-Roose-Anderson Report (1969). In fact we were not rated because we had not graduated any Ph.D.'s prior to 1969.

MP:hn

enc.

EMPLOYER'S EXHIBIT NO. 13

May 14, 1974

Dr. Dorothy G. Harrison
Director
Office of Doctoral Project
The University of the State of New York
The State Education Department
99 Washington Street
Albany, New York 12210

Dear Dr. Harrison:

In reply to your kind letter of May 9, 1974, I am happy to indicate my general support and approval of the communications you have recently received from our Vice President for Academic Affairs, Dr. Joshua A. Fishman, and from the Chairman of our (graduate) Chemistry Department, Dr. Martin Pomerantz. Both of these gentlemen have had my encouragement to work with the various chemistry faculties at the University (and, have done so for half a year) in order to outline a joint plan of future operations. The resulting plan, a copy of which Dr. Pomerantz has sent to you, is calculated to build up our entire chemistry program at Yeshiva University, and thereby to resolve exactly those problems to which the visiting committee pointed.

The reallocation and coordination of University resources in chemistry which the above plan calls for (and which we have already begun to implement) should not only result in a unified University-department of chemistry but, also, in more faculty available for graduate instruction as well as funds for more students, supplies, etc. Thus, in closing, I can assure you that it is our hope and intent to redress the weaknesses in our current graduate level chemistry efforts and I do want to thank you,

the visiting committee and the rating committee for your help and guidance in this connection.

Sincerely yours,

Samuel Belkin
President

EMPLOYER'S EXHIBIT NO. 15

February 5, 1974

Professor Joshua A. Fishman
Vice President for Academic Affairs
Yeshiva University
500 West 135 Street
New York, New York 10033

Dear Professor Fishman,

I have been asked to write to you as chairman of the Department of Psychology to present the consensus of the Department in regard to moving to the Main Center. The department, including at least one member on leave (Dr. Anisfeld), strongly favors moving to the Main Center. We are aware of certain inconveniences in connection with the location, and of certain problems in the community, however, the advantages of a move far outweigh such disadvantages. Let me outline the scope of our thinking on the matter.

We are aware that part of the impetus for a move is to save money for the University—by utilizing an existing modern building which has vacant space. We feel that we are not in a position to estimate the cost savings involved, but can imagine them to be considerable. Our thinking goes beyond such savings and foresees even greater gains. This thinking is based on the known fact that graduate programs must have strong undergraduate bases. Our undergraduate programs have been as adversely affected by the budgetary crisis as have the graduate programs if not more so, and the situation in psychology, which we are competent to assess is critical. We still have a good graduate department despite the budgetary inroads that have been made on our strength—and our staff members have maintained a strong interest in preserving what we have, although as the months pass we have good reasons for pessimism.

We have long held the view that we must have a base in the undergraduate unit of our university—they need us

and we not only need but welcome them—however, we have, to date, not been able to put this point across, except on an informal and piecemeal basis, and so far for the wrong reasons. Whatever the history there is a mutual respect between the deans of Yeshiva College and Stern College and the department—several of our staff have taught courses at both colleges and we have recently arranged a BA-MA program with Yeshiva College.

What is needed is closer ties and working relationships—that the proposed move would make possible and faster. It would result in financial gains that could strengthen all of the programs in values and permit growth at lower cost.

We favor the move because it would bring us closer to our colleagues at the Belfer Graduate School and to better shop, laboratory and computer facilities. It would also move us closer to the Albert Einstein College of Medicine and open greater possibility for clinical training facilities at the college as well as to participation by psychologists on their staff in our scholarly affairs and activities.

Other advantages to a move would be to bring us close to a population of undergraduate students who might be tapped for participation as subjects in research—and at the same time benefit them by the experience of such participation.

In addition, offerings of specific social, experimental, and other courses would strengthen the undergraduate program by making additional faculty interests available to them.

Both the clinical and social programs could take roles in providing needed community services as well as making available clinic facilities to undergraduate students. This in turn would permit us to plan professional degree programs at the sub-doctoral and doctoral levels that have relevance to the community and are in line with changes in programmatic emphases taking place on a national level.

It is possible that we might lose some applicants particularly in social and experimental for a time. Faculty activities could in part be offset by undergraduate teaching and the developing BA-MA programs. In the long run these programs would gain by the improved facilities that would be available. The clinical program has so many applicants and there are so few programs that the move is unlikely to interfere with the quality of accepted applicants. However, a new professional degree program in clinical psychology could be developed particularly since the move would lead to greater financial strength.

To summarize our position:

1. In general we have identified certain distinct advantages to a move that would lead to savings—but more importantly would enable us to be closer to students and faculty colleagues in a way that would integrate us in a number of positive ways with undergraduate programs and thus result in even greater gains than just a money saving move to utilize a building.
2. We hope that part of such a move might lead to the establishment of an all-university integration of psychology programs at the undergraduate, sub-doctoral, and graduate level.
3. We look forward to the availability of better facilities—library, laboratories and computer facilities.
4. We do not minimize certain dislocations that might occur—such as problems of safety in the community, unhappiness on the part of some of our present students and possible dislocation having to do with local training facilities. However, while such problems are real, they are far outweighed by the potentially greater advantages entailed in combining resources and permitting our de-

partment to take a leadership position in broadening our base at the University.

Respectfully submitted,

Department of Psychology
Ferkauf Graduate School of Humanities
and Social Sciences

Norman B. Gordon, Chairman
For the Department of Psychology

r.

cc: Dean J. B. Gittler

EMPLOYER'S EXHIBIT No. 16

Dean Joseph B. Gittler — February 7, 1974

Department of Psychology — Moving to Main Center

We are aware that other departments have written to you regarding their feelings about moving to the Main Center. This memorandum is intended to acquaint you with our views on the matter. This represents the concensus of the department. In addition Dr. Anisfeld has written from Israel that he favors such a move.

In addition to the potential cost savings to the University we would like to make the following points:

1. Offerings of specific social, experimental and other courses would strengthen the undergraduate programs by making additional faculty interests available to them.
2. The B.A.-M.A. programs recently initiated would be strengthened by the proximity of the undergraduate and graduate faculties involved.
3. All programs would be strengthened by the bringing of colleagues closer with mutual interests at Yeshiva College, The Belfer Graduate School of Science, and the Albert Einstein College of Medicine. In particular this could mean the strengthening of the scholarly resources; the closer proximity to improved library, shop and computer facilities; and the greater possibility for clinical training facilities at the College of Medicine.
4. A move would bring us closer to a population of undergraduate students who could serve as participants in research, with benefit to them as well as to us.
5. Both the social and clinical programs could take roles in providing needed community services as well as making available clinic facilities to undergraduate students.
6. Uptown the clinic could be of service to the general community desperately lacking in mental health services. This could be important to the community as well as for graduate students, who should have experience with a

broader group of people than is presently available to them in our present location.

7. The possibility of using Albert Einstein facilities, personnel and clinics for training experiences would have enormous advantages in a professional program. We could potentially increase enrollment with little need for additional faculty.

8. A new professional degree program in clinical psychology could be developed given the advantages indicated above.

9. Graduate professors would be more available for undergraduate teaching.

Naturally we would continue to need clinic, shop and research facilities such as are now provided. We have predicated all of the above on the assumption that a strong psychology department is important to the University and that the requisite support will be made available. This memo indicates strong reasons why a move uptown would be advantageous. Questions of inter-relatedness of this department to other departments have not been discussed here, even though they are of great importance in any final decision. We would be very interested in being included in any planning for a move.

A copy of this memorandum has been forwarded to Vice President Fishman to acquaint him with out views.

Respectfully,

Norman B. Gordon for the
Department of Psychology

cc: Vice President Joshua A. Fishman

YESHIVA UNIVERSITY

EMPLOYER'S EXHIBIT No. 17

To:

Deans Bacon, Gittler, (Jaffe) Mirsky

Date:

April 16, 1974

From:

J. A. Fishman

Subject:

University-wide articulation of psychology programs

I would appreciate your naming a representative (normally the chairman and or director) of each of your psychology programs to attend a meeting for the purpose of furthering university-wide articulation of psychology programs. My secretary will call the individuals designated in order to find the best date and time early in May for this meeting.

/s/ Joshua A. Fishman
JOSHUA A. FISHMAN

YESHIVA UNIVERSITY

To: Pres. S. Belkin
Vice President S. Socol

Date: May 6, 1974

From:

Subject: Committee on the University-wide Articulation of Psychology

The first meeting of the above mentioned Committee took place today with

Prof. L. Zach (FGS: School of Educ. Psychol.)
Prof. N. Gordon (FGS: Experimental & Social Psychol.)
Prof H. Adler (YC) and
Prof. F. Pine (AECOM)

present. At future meetings the following are also expected at attend:

Prof. M. Eagle (FGS: Clinical Psych.)
Prof. I. Belmont (SCW as of Sept. 1974)

Profs. Zach and Gordon will serve as co-chairpersons of the Committee, the next meeting being scheduled for May 23 at 5 p.m. (at FGS). The Committee's charge is identical to that previously given to the Chemistry and Education committees and its target date for devising a 3-5 year projection for Psychology at YC is December, 1974.

/s/ Joshua A. Fishman
JOSHUA A. FISHMAN

cc: Deans Gittler, Mirsky,
Bacon and Jaffe

YESHIVA UNIVERSITY

EMPLOYER'S EXHIBIT No. 18

To: Deans and Directors

Date: November 6, 1973

From: Dr. Joshua A. Fishman

Subject: Consolidation of Graduate and Undergraduate Campuses

In order to safeguard and strengthen the viability and growth of Yeshiva University in these most difficult times, President Belkin has asked me to communicate to you his decision, in principle, to consolidate at the current Main Campus the academic work currently being conducted by Yeshiva College, the Bernard Revel Graduate School, the Belfer Graduate School of Sciences, the Ferkauf Graduate School and the Wurzweiler School of Social Work. This step, pertaining to a move that has been suggested and considered informally in the past, is being turned to now for extremely compelling reasons and, obviously, requires our wholehearted consideration and full support for its successful implementation.

Since the consolidation of much of the graduate and undergraduate work of the University at one campus is a crucial opportunity for many of our academic programs and purposes, it is my hope that you, your faculty and students will now enter into the joint planning that is so necessary if this step is to be as beneficial as possible for all concerned. We must begin to plan for the new office space, classroom space, study space, recreation space, research space, library and cafeteria space, parking space and for the new student-faculty services and recruitment possibilities that a consolidation at the Main Campus implies. In addition, there should be many new opportunities for innovation and cross-fertilization of programs and these, too, should begin to be examined without delay. A number of planning committees will need to be appointed, some of them within schools and some

of them between schools, to deal with matters such as the foregoing, which can be grouped under four broader rubrics: (a) planning academic facilities, (b) planning student and faculty services, (c) planning general academic work and activities, (d) planning Jewish academic work and activities. Your recommendations as to which sub-committees are needed in each of these broad areas, and who (faculty and/or students) from your school should serve on the broader committees as well as on their subcommittees, will be earnestly requested in the immediate future.

Over the years the University has suffered from the fact that its resources in faculty, students, administrators, library holdings and in research and training facilities were so scattered that none could benefit from the total strengths that were and are there. In many cases, as a result, a consolidation of effort and resources was suggested by individual faculty members and administrators within the University, as well as my outside evaluation and accreditation groups. Therefore, it is all the more my hope that a forthcoming consolidation at the main campus will be grasped as the real opportunity that it is for maintaining and strengthening our work in ever so many ways that might otherwise have been impossible. The fuller integration of knowledge and of commitment to what Yeshiva University stands for and to what the very term "University" itself implies now comes into sight in a more attainable sense than ever before.

I ask for your help, and for that of your faculty and students, in realizing the opportunities that this move represents, as well as in anticipating the problems that it poses, so that we may begin to plan very meticulously to maximize the former and to minimize the latter during the months ahead.

/s/ Joshua A. Fishman
JOSHUA A. FISHMAN

JAF-em

EMPLOYER'S EXHIBIT No. 19

YESHIVA UNIVERSITY

MEMBERS OF THE COMMITTEE FOR A BA/MA IN EDUCATION:

Dr. Julian Roberts (F)

Dr. A. Jablonsky (F)

Dr. Koenigsberg (S)

Dr. Fleisher (YC)

Meeting for the first time at Ferkauf, November 9, at 10 A.M. in room 1532.

Minutes of Meeting of Sub-Committee on University Bachelor's-Masters Programs

Present: Drs. S. Koenigsberg, Stern College; D. Fleisher, Yeshiva College; Adelaide Jablonsky, FGS; and J. Roberts, FGS. (Dean Bacon not present)

A meeting of the above mentioned group was held at FGS-Room 1533 on Thursday November 9, 1973 at 10 A.M. at the request of Dean Isaac Bacon. In Dean Bacon's absence, Dr. Roberts chaired the meeting.

A. The early part of the meeting centered on a presentation of the general standards to be set for establishing University Bachelor/Masters programs via cooperation between undergraduate and graduate divisions of Yeshiva University.

1. It was agreed that students must have an overall average of 3.0 to be considered for admission to a Bachelor/Masters program; it was further agreed that a 3.0 average in the student's major area of study would also be required.

2. An applicant must be recommended by the undergraduate division and must also be interviewed by the appropriate graduate department to ascertain meeting of all requirements for graduate admission.

3. Some present courses may be designated as open to undergraduate and graduate students, and these could be used to meet requirements for both the bachelor's and master's degree. Thus in a 36 credit graduate program at FGS, a student could earn 12 credits during the upper junior through the senior year at the undergraduate division by taking such courses at FGS, and complete his graduate program by taking an additional 24 credits at FGS during the fifth year (graduate year).

B. The discussion then centered on the Secondary English Major program that prepares students for certification to teach English in grades 7-12. Stern College has already agreed upon such a program. It was understood that applicants for this Bachelor/Masters program had to have completed 18 credits in English and Speech courses prior to admission. Dr. Roberts indicated that there were a limited number of secondary school apprenticeships open for the coming Spring 1973 semester. Applicants for apprenticeship must have 6-9 credits of appropriate course work in Educational Foundations and Educational and Developmental Psychology. Yeshiva College will look into the matter of such a joint program since it seemed very likely that the English Department of YC could cooperate with the FGS department of Curriculum and Instruction on such a program to the mutual benefit of students of YC and FGS. Dr. Fleisher is investigating this matter further.

C. The Elementary education Bachelor/Masters program between Stern College and FGS is still in the process of negotiation. Dr. Koenigsberg and Dr. Jablonsky will continue to work on this program arrangement. The meeting was adjourned at 11:30 A.M.

EMPLOYER'S EXHIBIT No. 20

FERKAUF GRADUATE SCHOOL
OF HUMANITIES AND SOCIAL SCIENCES
YESHIVA UNIVERSITY

Date: 2-22-74

To: Profs. D. Fleisher, YC
B. Fowles, FGS
V. Horner, FGS
L. Keating, YC
I. Linn, YC
J. Roberts, FGS
P. Schramm, SCW

From: Dean Gittler

First I wish to thank you for your contribution to the meeting exploring the continuation or revision of the master's program in Communications at Ferkauf Graduate School.

In accordance with our decisions, I am asking the following to constitute the subcommittee:

V. Horner, FGS—chairman
B. Fowles, FGS
P. Schramm, SCW
L. Keating, YC
J. B. Gittler—ex officio

1. The subcommittee will work up a draft of courses and other requisites for a master's degree in Communications.

2. The master's program in Communications should have a basic frame of reference and a specific focus and locus.

3. It is probable that a program with a specific frame of reference and set of objectives would need a set of core courses followed by specialized courses and electives.

4. The total number of required credits for a master's degree should total between 30 and 36 credits.

5. The degree should require a comprehensive examination and/or a master's thesis. I would recommend that

the committee give very serious thought to the possibilities of not having a thesis.

6. I am asking Dr. Horner to convene the subcommittee.

7. When the draft is completed, Dr. Gittler will reconvene the whole committee. If the committee approves the draft (revisions and changes will, of course, be possible), recommendation will go to the following bodies:

a. FGS Curriculum Committee

b. Graduate Council

c. Executive Council

8. It is understood that the subcommittee will explore the extant resources in the University. This can also be done by a questionnaire to relevant faculty and listings in the various catalogs of the schools at YU.

cc Dr. Fishman

EMPLOYER'S EXHIBIT NO. 21

FERKAUF GRADUATE SCHOOL
OF HUMANITIES AND SOCIAL SCIENCES
YESHIVA UNIVERSITY

To: Members of the University Committee
on Graduate Programs in Statistics

From: Dean J. B. Gittler Date: February 4, 1974

1. A meeting of the Committee was held on Jan. 31, 10:00 a.m., at the Ferkauf Graduate School. Dean Gittler of FGS chaired the meeting.

2. 14 faculty persons were present from Ferkauf Graduate School, Belfer, AECOM, Stern, Wurzweiler.

3. I believe we reached the following consensus:

   a. A doctoral program in mathematical statistics is not feasible.

   b. A master's program in math. statistics is feasible.

   c. A doctoral program in applied statistics is feasible.

   d. The master's program, or part of it, in math. statistics can constitute the core curriculum for the doctorate in applied statistics.

   e. Dean Gittler appointed a sub-committee to:

      1. Draft a curriculum for a master's in math. statistics

      2. Draft a curriculum for a doctorate in applied statistics

   f. Members of the sub-committee are:

      Profs. Berger (temporary chairman), Coburn, Harris, Auerbach, Landowitz, Wassertheil.

   g. The sub-committee will poll the committee members for desired information thru Dean Gittler's office.

h. The sub-committe will submit its proposals to Dean Gittler. Dean Gittler will convene the total committee for discussion of the proposals.

cc Dr. Fishman

bb

EMPLOYER'S EXHIBIT 22-A

YESHIVA UNIVERSITY

UNDERGRADUATE CATALOGUE 1974-76

WHERE TO SECURE INFORMATION

Except as indicated, officers listed below are located at Yeshiva University, 500 West 185th Street, New York, N.Y. 10033, (212) 568-8400.

Heads of undergraduate schools for men are Dean, Yeshiva College; Dean, Erna Michael College of Hebraic Studies; and Director, James Striar School of General Jewish Studies.

Heads of undergraduate schools for women are Dean, Stern College for Women, and Director, Teachers Institute for Women, both at Yeshiva University, 245 Lexington Avenue, New York, N.Y. 10016, (212) 255-5600.

The Director of Development and the Counsel are located at Yeshiva University, 55 Fifth Avenue, New York, N.Y. 10003, (212) 255-5820.

General Interests
The President

General academic policy
Head of each school

Admission, catalogs
Director of Admissions

Student finances, scholarships, loans
Director of Student Finances

Records, transcripts, calendar
Registrar

Student welfare and activities
Vice President for Student Affairs

General information
Director of Public Relations

Gifts
Director of Development

Bequests
Counsel

YESHIVA UNIVERSITY

For Men—Main Center: 500 West 185th Street, New York, N.Y. 10033

Yeshiva College • Erna Michael College of Hebraic Studies • James Striar School of General Jewish Studies

For Women—Midtown Center: 245 Lexington Avenue, New York, N.Y. 10016

Stern College for Women • Teachers Institute for Women

UNDERGRADUATE CATALOG 1974-76

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About This Catalog

Regulations in this Catalog and other official statements of the University are binding on all students. The University reserves the right to change tuition, fees, regulations, and graduation requirements at any time without prior notice.

This Catalog pertains only to the University's undergraduate schools. It will be useful as a source of continuing reference and should be carefully saved, since the demand for replacement copies causes expenditures which should more directly serve the student's education. For general information on Yeshiva University, consult the Bulletin of General Information, available from the Director of Admissions.

Calendar

Yeshiva University operates on the semester system. The school year is July 1-June 30. The academic year consists of two semesters, each at least 15 weeks including examinations; the fall term generally runs from early September to mid-January, and the spring term from early February to early June. There is no regular undergraduate summer session. A detailed academic calendar is available upon request from the Office of the Registrar.

YESHIVA UNIVERSITY

Yeshiva University is a private institution under Jewish auspices chartered by the State of New York; it is accredited by the Middle States Association of Colleges and Secondary Schools and by specialized professional agencies and is a member of the College Entrance Examination Board. It offers programs leading to associate's, bachelor's, master's, and doctoral degrees.

In addition to its extensive teaching programs, the University conducts a network of affiliates, a widespread program of research, community service agencies, and a museum, and publishes several scholarly journals.

Yeshiva University traces its origins to Yeshiva Eitz Chaim, founded in 1886 on New York's Lower East Side. Ten years later the Rabbi Isaac Elchanan Tehological Seminary was founded there, and in 1915 the two schools merged under the name of the latter.

Under the dynamic leadership of Dr. Bernard Revel, who served as president from 1915 until his death in 1940, the institution embarked on a plan of educational development and growth. In 1929 the institution moved to its present Main Center in Manhattan's Washington Heights. Liberal arts programs began with the establishment of Yeshiva College in 1928, and the first graduate curriculum was introduced in 1935.

The election of Dr. Samuel Belkin as president in 1943 inaugurated a new era of expansion. University status was granted two years later by the New York State Board of Regents. The institution initiated programs of professional education, research, and special projects to advance the well-being of many constituencies. In 1954 a college of liberal arts and sciences for women was founded and, in more recent years, graduate schools of science, medicine, social work, and humanities and social sciences.

The University's five undergraduate schools and seven gradaute schools are located in Manhattan (Main Center, Washington Heights; Midtown Center, 245 Lexington Avenue; Graduate Center, 55 Fifth Avenue) and the Bronx (Eastchester Road and Morris Park Avenue). The Main, Midtown, and Bronx Centers have dormitory and dining facilities. Each school is so conducted as to assure friendly, informal, and educationally sound relationships between students and faculty. All units thus retain the character and virtues of small institutions.

The Mendel Gottesman Library at the Main Center is a $5,000,000, six-story, block-long central university library with a capacity of 500,000 volumes. Components include the Pollack Undergraduate Library, Mendel Gottesman Library of Hebraica-Judaica, Archives, and Rare Book and Manuscript Room. The Midtown Center Library

strengthens undergraduate academic programs there. In addition there are three libraries which serve the special needs of the graduate schools: Belfer Graduate School of Science Library, Graduate Center Library, and D. Samuel Gottesman Library of Albert Einstein College of Medicine.

Its present programs and plans for the future reflect Yeshiva University's ever-growing concern with America's most pressing needs. For more than eight decades the University has taken a position of leadership in higher education, serving the community and the nation as a whole.

ADMISSION

Admission

Admission regulations uniformly applicable to all undergraduate schools are given here; those pertaining to one school alone are given in that school's section of this Cataolg. Applicants should consult both sections.

Under the admission policy of the University there is no discrimination in regard to sex, religion, age, race, color, or national origin.

Applications

WHERE TO APPLY

All correspondence on matters of admission should be addressed to the Office of Admissions, Yeshiva University, 500 West 185th Street, New York, N.Y. 10033.

HOW TO APPLY

Candidates for admission must file an application form available from the Office of Admissions. They must arrange to have a transcript of their high school record and their scores on the required College Entrance. Examination Board (CEEB) tests forwarded to this office. Applicants are required to report for an interview at the University or with its representative in their vicinity.

WHEN TO APPLY

Candidates may apply any time after completion of their junior year of high school, but not later than April 15 of the senior year, for admission in the September following their graduation. No regular freshman class is admitted in February; however, applicants are considered on an individual basis.

Requirements

Of primary importance in determining a student's qualifications for admission are the high school scholastic record, CEEB scores, and results of statewide tests such as the New York State Regents Examinations.

The Committee on Admissions also considers the applicant's character, personality, and contributions to school life.

AVERAGE

To qualify for admission a candidate must present a high school average of B or its equivalent. If the college recommendation grade of the high school from which the student comes is higher than B, the student must meet that grade. The above average is the weighted average, which includes Regents grades in New York State.

The Committee on Admissions may require higher averages from students who come from schools whose academic standards are not known to the committee or are believed to be low.

COLLEGE BOARDS

All applicants [1] must take tests given by the CEEB. The results of these tests supplement the high school grades in determining admission, and are also used for placement and guidance. Required tests are:

1. Scholastic Aptitude Test.

[1] Foreign students should see FOREIGN APPLICANTS, page 11.

2. Hebrew Achievement Test (given only in December), if the student has attended a Jewish high school or has studied Hebrew in high school.

   Students who are interested in receiving advanced placement or advanced standing in any subject should take the appropriate achievement test (see *Exemption Examinations*, page 10).

The tests are given at various locations and at various times throughout the year. It is recommended that applicants take the Scholastic Aptitude Test in November or December, and the Hebrew Achievement Test in December. Although these tests are normally given on Saturday, Sabbath-observing students may take them on Sunday in those months. Those who live in or near New York are requested to take the tests at the University. Full information is available from the Office of Admissions.

Bulletins and applications can be obtained by writing to:

College Entrance Examination Board
Box 592
Princeton, New Jersey 08540

(Students who live in the Western states should write instead to Box 1025, Berkeley, California 94701.)

Canadian students may submit scores earned on the Verbal and Mathematical sections of the Canadian Scholastic Aptitude Test. For information, write to:

Service for Admission to
College and University
151 Slater Street
Ottawa, Ontario, K 1P 5N1

UNITS

Applicants must be graduates of an academic high school. They must present 16 units of secondary school work in college preparatory subjects. (To earn one unit a student must attend classes in a major subject 180 forty-minute periods per school year; a half unit is given for

the same amount of work in a minor subject, i.e., one not requiring preparation.)

In New York State a Regents Examination must be taken in every subject offered for admission credit if the high school gives such an examination.

CONDITIONS

High school graduates presenting 16 units of work but lacking one of the specific courses required may be admitted on a conditional basis. Such students must satisfy the condition by the end of the first year to be eligible to return for the sophomore year. (Exceptions may be made to this rule for foreign students entering with a condition in American History.) The regulations concerning admission with conditions are available on request from the Office of Admissions.

Notification of Admission Decision

REGULAR ADMISSION

Candidates are notified of the action taken on their application after they have completed all requirements for admission as stated above and their files have been reviewed by the Committee on Admissions.

EARLY DECISION PLAN

Under the Early Decision Plan superior students may be admitted on the basis of their record through the junior year, provided that they also score above average on the Scholastic Aptitude Test of the CEEB. Students desiring an early decision should take the Scholastic Aptitude Test in their junior year; file applications in September of their senior year; and file to take the achievement tests in December of their senior year. Students will be advised of their acceptability in November of the senior year.

Applicants Who Are Not High School Graduates

EARLY ADMISSION PROGRAM

To qualify for Early Admission the applicant must complete the junior year of high school, with a minimum of six regular academic-year terms in residence. He must complete 15 units including the following 10:

English	3
Additional Language [1]	2
Social Studies [2]	2
Mathematics	2
Science [1]	1

The applicant must present a high school average of A or its equivalent and a minimum score of 600 on each section of the Scholastic Aptitude Test.

An interview with a member of the Committee on Early Admission is required. Two letters of recommendation are requested from the applicant's high school: one from the guidance counselor or principal, another from an instructor of a major academic subject.

COLLEGE COURSES FOR HIGH SCHOOL STUDENTS

High school upperclassmen with superior records are permitted to take undergraduate courses at Yeshiva University for which they can later receive college credit if they do not use the courses to meet high school requirements. Students of high attainment and superior preparation who are interested in such courses should fill out Form P3H, available from the Office of the Registrar.

HIGH SCHOOL EQUIVALENCY

Applicants who are not high school graduates (or foreign applicants who do not have the equivalent diploma or cannot produce records) may be admitted if, in addition

---

[1] Students applying as science majors must present at least 2 units of science but, at the discretion of the Committee on Early Admission, may offer only 1 unit of an additional language.

[2] Students who have not taken American History in high school must complete it in their first year of study at college.

to performing well on the CEEB tests, they pass the High School Equivalency Examination administered by New York State (commonly called the "GED test"). While the passing mark is a 45 average, the minimum required for admission to Yeshiva University is 50, with a minimum of 35 on each test.

Full details about the GED test may be secured from any high school in New York or, in other states, from the department of education.

A diploma from a correspondence school is not acceptable for admission purposes. Students with such diplomas are required to pass the GED test, as described above.

Admission With Advanced Standing

All transfer of credit and advanced standing is subject to the regulations dealing with residence requirements given on pages 34, 69, 70, 71, 84, 93, 94, and 116.

ADVANCED PLACEMENT PROGRAM (APP)

Freshmen of high attainments and superior secondary school preparation may qualify for advanced placement. The purpose of this program is to encourage superior students to use their college years to best advantage by allowing them to avoid repetition of work covered in secondary school. The time saved in this manner is available for achieving a broader general education or a more intensive study of the major.

Students who have had college-level courses in high school are urged to take the Advanced Placement Examinations of the CEEB, which are given in the following subjects: American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, Spanish. Grades on these tests are reported on a five-point scale; 1 indicates failure and 5, high honors. An applicant who receives a grade of 3 or higher may be exempted from the equivalent course at Yeshiva University. The exemption may be granted on the condition that the student take an advanced course at Yeshiva University in the same subject. If a student has achieved

a score of 4 or higher, he will receive college credit equal to the credit value of the Yeshiva University course whose equivalent the student has completed, provided that this equivalent course was not used to meet requirements for graduation from high school. Regardless of how much advanced standing a student is granted on the basis of examinations, he must meet the minimum residence requirements of his school to be eligible for a degree.

APP examinations are administered during the second week of May at centers throughout the country. Students who wish to take them must register not later than the first week of April. Application blanks and copies of the Bulletin of Information may be obtained by writing to Advanced Placement Examinations, College Entrance Examination Board, at the address given on page 8.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

Students no longer in high school who have gained knowledge of college-level subjects outside the classroom through correspondence study, television courses, on-the-job training, self-study, or other means may be granted college credit or advanced placement if they can demonstrate their achievement on the tests of the College-Level Examination Program of the CEEB. Currently examinations are given in 27 different subjects. Pertinent regulations may be secured from the Office of the Registrar. For further information about these tests, write to College-Level Examination Program, College Entrance Examination Board, at the address given on page 8.

COLLEGE PROFICIENCY EXAMINATION PROGRAM (CPEP)

College credit and advanced placement may also be given to students who perform well in a program similar to CLEP which is administered by New York and is open to state residents.

An applicant who scores C will be exempted *without credit* from the equivalent courses at Yeshiva Univer-

sity. An applicant scoring B or better will receive credit. For further information about this program, write to:

College Proficiency Examination Program
New York State Education Department
Albany, New York 12224

EXEMPTION EXAMINATIONS

College credit on the basis of examinations is granted only for the Advanced Placement Program, College-Level Examination Program, and College Proficiency Examination Program, described above. Where such examinations are not available, a student may be excused *without credit* from a basic course taught at the University on the basis of a written examination prepared by the department. A student who wishes to take such an examination should apply at least three weeks in advance on Form R28, available in the Office of the Registrar. Certain departments also require a high score on the appropriate CEEB achievement test (see *College Boards*, page 7).

TRANSFER STUDENTS

Applicants who have attended another college must satisfy the same requirements as applicants who come directly from high school.

While the University is pleased to encourage the competent applicant who has valid and legitimate reasons for transferring to Yeshiva University, it cannot encourage an applicant with a history of academic or personal difficulty. University admissions policy restricts consideration for transfer to those students with satisfactory academic and personal records. In the event of academic or personal difficulty, a student is usually better advised to remain in his present college and clear his record before attempting to transfer.

Students who wish transfer credit for courses taken at other institutions must file official transcripts of record with the Office of the Registrar no later than two months after beginning their studies at Yeshiva University or

two months after completion of the courses, whichever is later. (See also *Outside and Summer Work*, page 26).

No credit may be transferred if the course grade is below C; or if the subject is technical or commercial or in any way not ordinarily classified as liberal arts; or if the course is more than 10 years old. Transfer credits may be revoked, either in whole or in part, if subsequent work, either generally or in a particular subject, is not satisfactory.

The maximum credit per semester that may be transferred is 18 if taken at one institution, and 20 if taken at two institutions simultaneuosly. A maximum of 32 credits in Jewish Studies, not exceeding 8 a semester, may be transferred from a nondegree program in Israel; a maximum of 12, not exceeding 3 a semester, may be transferred if taken in an American nondegree-granting institution. Transfer of credit is subject to several limitations and restrictions. Further details are given in Form A25, available from the Office of Admissions.

Courses transferred from another institution, whether taken before or after admission to Yeshiva University, appear on the student's record with credit value only; grades earned elsewhere are not entered on the records of Yeshiva University.

VETERANS

A veteran honorably discharged from the armed forces of the United States with service of at least one year may be granted 2 credits for completion of basic training and military service in lieu of Health Education 1-4. Veterans with at least two years of service may be allowed an additional 1 credit in lieu of Health Education 5;6. Also, veterans who pass an examination covering Health Education 9;10 will be allowed an additional 2 credits.

Credit for courses taken with the Armed Forces Institute is granted in accordance with the regulations of the State Education Department and with the recommendations of the American Council on Education.

Foreign Applicants

The records of all applicants who have attended foreign schools must be sent to the University evaluation authorities, who will decide whether the records show work equivalent to the completion of an American high school program and whether advanced standing may be granted.

The procedure to be followed in such cases is given on Form A5.2, "Foreign Students and Admission to Yeshiva University," available on request from the Office of Admissions.

Canadian students should see page 8 for information on the Canadian Scholastic Aptitude Test. Students from Quebec should request Form A5.6 in addition to Form A5.2.

Applicants from non-English-speaking countries may be excused from taking part or all of the required series of CEEB examinations and may be allowed to take the Test of English as a Foreign Language (TOEFL). For permission to substitute the TOEFL for the CEEB series, applicants should write to the Office of Admissions. A bulletin and other information may be obtained by writing to:

Test of English as a Foreign Language
Educational Testing Service
Box 899
Princeton, New Jersey 08540

Students who are unable to take the TOEFL in their country should write to the Office of Admissions, which may permit the substitution of an alternate test.

CATEGORIES OF STUDENTS

Each admitted student is classified under one of the following categories. Not all schools admit under all categories.

Regular Students

Students admitted with permission to work toward degrees or diplomas are classified as Regular. A Regular student admitted with a condition must make up his condition within the time limit set by the Office of Admissions to maintain this status.

Provisional Students

Students admitted without meeting the full requirements for Regular status are classified as Provisional. If they later meet all requirements, they may be reclassified as Regular. However, they are bound by any changes in degree requirements made prior to their attainment of Regular status.

Transient Students

Applicants who wish to enroll only for certain courses to meet their particular needs at other institutions, without pursuing a regular program leading to a degree or diploma, may be admitted as Transient students, with the permission of their home school and the specific approval of the school to which they have applied. Normally students in this category may enroll for not more than a total of 9 credits.

Visiting Students

Students enrolled with Regular or Provisional status in one school of Yeshiva University may register for a limited number of courses at another school as Visiting students, with the permission of both schools.

Unclassified Students

Applicants whose records are not complete or have not yet been evaluated by the time of registration, but who seem to be qualified on the basis of the records available, may be allowed to register for courses as Unclassified students pending the filing or evaluation of their credentials. This status may be continued for a period not exceeding one semester. Such students enroll at their

own risk, are treated as Provisional students, and may be dropped at any time if their complete records are not acceptable or are not available.

Special Students

Applicants who give evidence of fitness by reason of maturity and previous training and demonstrate ability to maintain standards of progress, but do not qualify for admission under any of the categories listed above, may be admitted as Special students. No credit is allowed for work completed under this classification.

There is no category of "auditor." A student admitted under one of the above categories may be permitted to audit a class with the written permission of the instructor and the Dean or Director. Such a student does not participate in classwork and is not given examinations; he receives no grade and no record of his auditing is kept, so that no transcript can be issued nor any kind of credit or recognition given.

All students, regardless of their status, must meet all standards and comply with all regulations and requirements.

STUDENT FINANCES

Student Finances

TUITION AND FEES

Yeshiva College
Stern College for Women

Tuition	$2,250.00 per year
University Registration Fee	75.00 per year
Dormitory Rental	500.00 per year
Dormitory Registration Fee	20.00 year year
Maintenance of Registration Fee	20.00 per semester 35.00 per year
Locker Fee (Stern College only)	2.00 per year
Student Activities Fee	10.00 per year

Laboratory Fees	
Physics 1a,2a	5.00 per course, per semester
Biology, Other Physics Courses, Psychology	20.00 per course, per semester
Organic Chemistry	30.00 per course, per semester
All Other Chemistry Courses	25.00 per course, per semester
Computer Courses	50.00 per course, per semester
Change of Program Fee	5.00 for all changes made at one time
Late Registration Fee	5.00 per semester
Transcript of Record	2.00 each 5.00 each for rush service
Scholarship Application Fee	15.00
Graduation Fee	25.00
Makeup Examinations and Exemption Examinations	5.00 each

The laboratory fee includes the cost of consumable supplies and the normal wear and tear and usage cost on equipment. Students whose breakage exceeds the usual amount are charged for the excess.

Part-time Students

Part-time students taking up to 6 credits a semester are charged $75 a credit plus a $25 registration fee.

Erna Michael College for Hebraic Studies
James Striar School of General Jewish Studies
Yeshiva Program

Students concurrently registered at Yeshiva College receive full tuition scholarships at Erna Michael College, James Striar School, or in the Yeshiva Program.

Teachers Institute for Women

Tuition	
1-4 credits	$30.00 per credit, per semester
5 credits and over	25.00 per credit, per semester
University Registration Fee	10.00 per semseter
Late Registration Fee	5.00 per semester
Comprehensive Examination Fee	3.00
Re-examination Fee (for retaking a failed Comprehensive)	10.00
Transcript of Record	2.00 each 5.00 each for rush service
Scholarship Application Fee	5.00
Graduation Fee	25.00

Payment Procedure

One-half of the total tuition and dormitory charge for the entire academic year, exclusive of fees, is to be paid prior to completion of registration for the Fall Semester. The remaining one-half becomes payable on January 15. The University registration fee, dormitory registration fee, and other miscellaneous fees must be paid in full at the time of registration for the Fall Semester.

All outstanding accounts in any division of the University must be cleared before registration for additional credits can be approved. Students will therefore not be permitted to register until all outstanding balances have been paid, or satisfactory arrangements made with the Office of Student Finances.

Checks or money orders are to be made payable to Yeshiva University. All payments must be made directly to the Office of Student Finances; no one else is authorized by the University to accept payments.

No student will be permitted to graduate until all his indebtedness to the University has been discharged.

Withdrawal Procedure

Students who withdraw from school with the written approval of the Dean or Director no later than the date set by the Office of Student Finances (usually the fourth week of the semester) may receive a refund of 75% of their tuition and dormitory payment upon written application to that office. Students who withdraw after this date are responsible for their charges for the entire semester. Under no condition will charges other than tuition or dormitory rental be refunded.

Living Expenses

With the exception of tuition, fees, and dormitory rental, living expenses at school are individual matters. Such personal items as food and clothing expenses are naturally

subject to a great deal of variation. Meals in the dining halls are served cafeteria style.

Many students find jobs during summer vacations and the school year. Opportunities for employment and earning power usually increase as they progress through college. The income derived from such employment can help offset personal expenses during the school year.

The Student Budget

Expenses

The chart of expenses below has been prepared for undergraduate students attending Yeshiva College or Stern College. Expenses shown are for the 1973-74 school year of 40 weeks. All figures are approximate. It should be remembered that a student would incur many of the personal expenses and food costs even if he did not attend school.

	Resident Student	Commuting Student
Tuition	$2,250	$2,250
Fees (registration, laboratory, activities, etc.)	125	125
Residence Hall Rental	520	
Board	950	500
Books and Supplies	125	125
Personal Expenses (carfare, clothing, laundry, recreation, etc.)	600	450
Total	$4,570	$3,450

What Is Expected of Parents and Students

A college student's most important single source of financial help is his parents. Some families of very modest means can give only moral support, but the overwhelming majority of parents can and do provide substantial financial help as well.

Yeshiva University is eager to help parents meet educational expenses, but expects each family to pay as much as it can reasonably afford and as much as other families in similar financial circumstances. The University ex-

pects a family to draw on both current income and accumulated assets to meet education costs.

The gap between the financial resources of many students and the sums needed to meet the expenses of a college education may be filled in many ways, which are not mutually exclusive. These are the areas to be explored:

a. Parental support, including family savings and assets

b. The student's personal savings, including trusts and bonds

c. Summer work

d. Part-time work during the school year

e. Loans obtained by parents through family, friends, or commercial organizations

f. Student loans—from the National Direct Student Loan Program and through federal and state guaranteed programs

g. Scholarship grants—from Yeshiva University, state scholarship programs, and programs sponsored by community, fraternal, and industrial organizations

FINANCIAL ASSISTANCE PROGRAM

Students seeking financial assistance from Yeshiva University are required to submit, in addition to the Application for Admission, an Application for Student Financial Assistance. This application consists of a formal application as well as a Parent's Financial Statement. It is expected that prospective students will file their Financial Assistance Application at the time they apply for admission. Forms are available from the Office of Student Finances or the Office of Admissions.

Eligibility criteria and the extent and amount of assistance that can be provided through one or more of the six programs administered by Yeshiva University are based upon evaluation criteria developed by the College Scholarship Service, a cooperative organization of more

than 1,500 leading educational institutions. The Service evaluates the student's financial statement and makes an objective recommendation which helps the University determine the amount of any assistance allocated to the student. The University will make every effort to provide the assistance needed by each individual student. At times, however, the availability of student aid funds does not make it possible to meet a student's full need. Sometimes a student and his parents may have to supplement the assistance granted through the University by the judicious use of other forms of assistance sponsored by state or community organizations.

The Yeshiva University Financial Assistance Program is the total assistance available to a student from the six programs administered by the University:

1. Tuition Scholarship Program
2. Residence Hall Scholarship Program
3. National Direct Student Loan Program
4. College Work-Study Program (Student Employment) a) Summer (full-time) b) Academic year (part-time)
5. Supplementary or Basic Educational Opportunity Grant Program (Federal Scholarship Program)
6. Students in the Erna Michael College B.A. program may be eligible for participation in a specially funded scholarship program after they have satisfactorily completed their first year of study (see page 68). Further details may be secured from the Office of Student Finances.

Students pursuing only the Hebrew teacher's diploma at Teachers Institute for Women are eligible solely for the University Tuition Scholarship Program.

OTHER SOURCES OF ASSISTANCE

In addition to the University-administered programs mentioned above, the following sources of assistance are worthy of consideration.

State and Federal Guaranteed Student Loan Programs

All states have guaranteed loan programs for legal residents, thereby making it easier and often less expensive for them to borrow for education. These programs provide for long-term loans to be made directly to students. The loans are usually administered by commercial banking institutions.

Interested students should contact their state education department for specific information.

City, State, and National Scholarship Programs

Students planning to enter Yeshiva University may apply for scholarships granted by industrial corporations and government agencies. Awards are generally made on the basis of competitive examinations. Among these are: National Merit Scholarships; Maine, Massachusetts, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont State Scholarships; New York Governor's Committee on Scholastic Achievement.

Canada Student Loans Plan

The purpose of the Canada Student Loans Plan is to make bank loans available to Canadian students who need financial assistance to enable them to engage in full-time study toward a degree.

To be eligible a student must be enrolled, or intend to enroll, as a full-time student. He must be a Canadian citizen or must have lived in Canada at least a year and declare that he intends to live in Canada after graduation.

The maximum that may be borrowed by a student is $1,000 in any one year, and not more than $5,000 in

aggregate. Students are normally expected to repay the total amount of the debt over a period of 5 to 10 years after graduation or termination of full-time study.

Further information and application forms can be obtained from the Department of University Affairs, Canada Student Loans Plan, Parliament Building, Toronto 2, Canada.

For complete information on scholarships, student employment, loans, and other methods of educational financing, consult the Office of Student Finances, Yeshiva University, 500 West 185th Street, New York, N.Y. 10033.

STUDENT WELFARE & ACTIVITIES

Student Welfare and Activities

Housing

The University maintains modern residence halls at both the Main and Midtown Centers. Application forms for accommodations are sent to students who have been admitted and have submitted the required registration fees. Undergraduates who do not live with parents or relatives are expected to reside in these dormitories.

Leah and Joseph Rubin Residence Hall (2501 Amsterdam Avenue) and Morris and Celia Morgenstern Residence Hall (2525 Amsterdam Avenue) border the Danciger Campus at the Main Center. Here are lounges, study halls, and, in Rubin Residence Hall, a dining hall.

Brookdale Residence Hall (50 East 34th Street) is near the College building at the Midtown Center. It contains study rooms, lounges—with kitchen facilities and television sets—and laundry room. A dining hall is located in the College building.

Students living in the residence halls are members of the respective student organizations, media of self-government through which each student may realize greater benefits from the college experience and residence on

campus. Student organizations sponsor a variety of club programs, discussions, and lectures, together with a full schedule of activities including weekend trips enabling students to experience hospitality with alumni families in various parts of the city. Residence Hall Directors and Resident Assistants maintain an informal atmosphere and supervise all programs.

Guidance and Counseling

The student's present well-being and future plans are among the primary concerns of the undergraduate colleges. Guidance and counseling services are designed to help solve academic and personal problems and achieve a close relationship among all members of the University family. Orientation week helps the incoming student adjust to college life and develop the skills needed for maximum achievement.

Guidance and counseling programs have been developed in four areas:

1. *Academic* In addition to academic counselors who offer general guidance and assistance with problems in classwork, instructors and major-subject advisers are available for consultation during regularly scheduled office hours. The Office of the Registrar advises as to course and major requirements, sequences, and schedules. Other administration members available for counseling are the Deans and Directors of the undergraduate schools, Vice President for Student Affairs (Main Center), and Office of Student Services (Stern College).
2. *Vocational* Vocational guidance counselors administer and interpret a broad range of tests in aptitudes, intelligence, and vocational choice. Continuing advice and information on careers and opportunities for graduate study are also available. Freshmen are interviewed as a matter of course while upperclassmen are strongly urged, especially in their junior year, to avail themselves of this service. The vocational guidance program also includes career conferences with outstanding practicing professionals. Specialized counseling for teachers continues beyond graduation.
3. *Psychological* Professional personnel help students with psychological problems that interfere with study programs or with proper functioning in college. They also administer such tests as are necessary to diagnose situations as a preclude to psychological guidance. A psychiatrist is available on referral.
4. *Personal* Personnel of the Office of the Vice President for Student Affairs (Main Center) and the Office of Student Services (Stern College) are available for consultation on any personal problems. Religious guidance counselors are also available for students who desire guidance in that area.

In addition to the service provided to all Yeshiva College students, each section of the freshman class at James Striar School is assigned a faculty adviser who devotes two hours each week to individual conferences with students. During each semester every freshman is invited to two conferences with his adviser, who is also available for consultation on the student's request. Additional advisers cover the other classes.

Placement

The Placement Bureau aids students in finding part-time and summer jobs and helps graduates find permanent employment. In cooperation with the bureau, Erna Michael College and Teachers Institute for Women provide placement services which obtain regular teaching positions for graduates, as well as Sunday School, summer camp, and auxiliary teaching employment for students.

Health

The Medical Director reviews the health forms of entering students. Whenever physical defects become apparent, corrective measures are taken through the student's family physician. Consultant psychologists work closely with the Medical Director in matters of student health. The health service functions primarily for preventive

purposes. Medical offices and infirmaries are located in Rubin Residence Hall and Brookdale Residence Hall.

Extracurricular Activities

Despite the heavy undergraduate course load, extracurricular activities are important instruments for the student's physical and intellectual development and the integration of all aspects of the educational process. Only full-time students who are not on probation are eligible to participate in these activities, except with special permission of the Dean or Director; students on probation should see pages 40, 74, 87, and 97.

Students are encouraged to take advantage of the unequaled cultural and recreational facilities of New York for furthering their particular interests, whether in the theater, music, art, sports, or any other field.

Yeshiva College and Stern College Senates

Yeshiva College and Stern College each have a Senate, an organization in which students, faculty, and alumni share responsibility with the administration for governing the affairs of the College.

The Yeshiva College Senate Constitution, drafted in a joint effort by representatives of these groups, was approved by President Belkin in May 1969. The Senate has jurisdiction over academic standards, admissions policy, curriculums, and degree requirements. Measures passed by this body are submitted to the President and the Faculty Assembly, both of which have the power of veto (the faculty by a two-thirds vote). The Senate has no authority over the application of regulations to students. Senate members are: a) six students elected by the Student Council for terms ending at graduation; b) eight faculty members elected by the Faculty Assembly for two-year terms; c) one alumnus appointed by the College Alumni Association; d) five members of the administration—Vice President for Student Affairs, Vice President for Business Affairs, Dean of the College, Registrar, Director of Admissions.

The Stern College Senate, established in 1971, has a range of authority generally similar to that of Yeshiva College. Its decisions, as well, are subject to veto by the President and the Faculty Assembly. The Senate is composed of six students, six faculty members, one alumna, and two members of the administration—the Dean of the College and a representative of the Office of Student Services.

Student Government

Each school has its own Student Council, composed of student representatives, which is the chief body dealing with matters affecting students and their various relationships with the faculty, administration, and extracurricular activities organizations. While some programs concern only one school, many activities are enhanced by the participation of two or more councils.

The Yeshiva College Student Court, a judicial body, deals primarily with infractions of dormitory regulations and disputes between students at that College.

Academic Council and School Committees

Student representatives participate on the Academic Council of the Undergraduate Schools and other University bodies.

At Yeshiva College student representatives are members of the following faculty committees: Committee on Curriculum and Instruction, Library Committee, Scholastic Standing Committee, Student Activities Judiciary Committee, Student Activities Policy Committee, Welfare Committee.

At Stern College students are represented on important school committees and are invited by several departments to participate, as regular voting members, in departmental meetings.

Erna Michael College and James Striar School each have a Student-Faculty Committee consisting of three students appointed by the Student Council, and three faculty mem-

bers designated by the Dean or Director in consultation with the council. The committee meets at regular intervals to discuss plans, issues, problems, and criticisms that may be raised in regard to the educational or administrative aspects of the school, and to make appropriate recommendations.

Athletics

Athletic programs are designed to encourage the participation of every able-bodied student, whether in varsity or intramural sports. Varsity sports with intercollegiate schedules are wrestling, basketball, bowling, fencing, and tennis. The University is a member of the National Collegiate Athletic Association; Knickerbocker Collegiate Basketball League; Eastern College Athletic Conference; Metropolitan College Tennis Conference; Amateur Fencing League of America; Metropolitan Association, Amateur Athletic Union of the United States; and Eastern Intercollegiate Bowling Conference.

Publications

The Yeshiva College student newspaper is *The Commentator* and the yearbook is *Masmid. Kol* is the student literary magazine. The student magazine of cultural events and reviews is *Tempo.* There are several club publications. Two Hebrew language publications—the newspaper *Hamashkif* and yearbook *Nir* prepared by Erna Michael students—and the English newspaper *Hamevaser*, prepared by students of James Striar School and the Yeshiva Program, are also issued at the Main Center. All are edited and published by the students themselves.

Stern College students publish a newspaper, *The Observer*, and a yearbook, *Kochaviah. Ashes and Sparks* is the student literary magazine and *Perspective* is a scholarly review.

Clubs

At Yeshiva College a number of clubs, some inspired by classroom work, meet regularly during the school year. Eight national honor societies have chapters at the College: the Gamma Delta chapter of Eta Sigma Phi gives recognition to students in the classical languages; the Alpha Omega chapter of Pi Delta Phi, in French; the Psi Iota chapter of Sigma Tau Delta, in English; Psi Chi's chapter, in psychology; Tau Kappa Alpha's chapter, in debating; Pi Mu Epsilon's chapter, in mathematics; Pi Gamma Mu's chapter, in the social sciences; and New York Zeta chapter of Alpha Epsilon Delta, in pre-medical studies. The Debating Society and Chess Team participate in intercollegiate competition. Opportunities are afforded for dramatic expression in the Dramatics Society, varsity shows, and annual class competitions held at the Student Council Reception. The Neighborhood Youth Corps is a voluntary tutoring program serving disadvantaged children of nearby elementary schools. Radio station WYUR, a student-operated member of the Intercollegiate Broadcasting System, transmits programs of interest to dormitory residents.

Students at Erna Michael College and James Striar School share dormitory and campus life with Yeshiva College students. In addition, Erna Michael College offers its own program of extracurricular activities.

At Stern College club activity often enhances the various social functions for students and their escorts held at frequent intervals. In addition to events conducted by the individual classes and dormitory residents, there are occasions for social get-togethers of the entire student body and their friends. The talents of the Choral Group are frequently incorporated into the programs for these evenings. In an American Red Cross pilot program the Civil Service Club helps students prepare for future careers in such fields as occupational and physical therapy, social work, and public relations, through on-the-job training in voluntary agencies. Students participate in many other clubs as well.

Students at Teachers Institute for Women participate in a program of extracurricular activities including school assemblies. A major event is the Farewell Dinner for the graduating class at the close of the academic year.

Sponsorship

Every student organization and publication, except the various Student Councils and newspapers, must have a faculty adviser.

Music Department

In addition to offering the music courses listed in this Catalog, the Music Department conducts several extracurricular activities. The instrumental and choral groups enable students to participate in musical programs, and a voice clinic provides individual vocal consultation. Facilities are available for piano practice, and other instruments—mainly violins—may be borrowed. The department's Music Library at the Main Center, containing books, music, and records, is open to those engaged in music study.

Book Stores

A University-approved store at the Main Center sells books, supplies, records, and electrical equipment at reduced rates. At the Midtown Center a student-run store offers books and school supplies.

Teachers Institute for Women operates a Book Cooperative, a nonprofit enterprise enabling students to obtain required books without having to purchase them. The service charge is 50¢ per book, per semester. A deposit is required of each student at the following rate: for one book, $5; two to five books, $10; six books or more, $15. The deposit less service charges incurred is returned at the end of the semester. Books must be returned during the week of final examinations; an additional 50¢ per book is deducted from the deposit for books returned late. The deposit is forfeited if books are not returned within one month.

Alumni Office

Alumni Associations

Through June 1973 the undergraduate schools granted 7,700 degrees and diplomas. Among the graduates are distinguished leaders in government service, education, the professions, and industry. Alumni associations of the various schools enable graduates to maintain close relationships with fellow students and faculty members and to aid in the development of alma mater. Through meetings, dinners, lectures, and periodicals, members keep abreast of University affairs and share mutual interests. Alumni publications include those of the alumni associations of Yeshiva College, James Striar School, Stern College, and Teachers Institute for Women (*Bat Hayyil*). The Educational Materials Exchange of Teachers Institute for Women enables alumnae of that school to circulate among themselves creative teaching materials (such as plays and teaching texts) which they have prepared. Graduates of all schools receive such University publications as *Inside Yeshiva University*, and thus remain informed of institutional developments.

Yeshiva University graduates in the process of settling in Israel are assisted by the Yeshiva College Alumni's *Aliyah* Committee and the Teachers Institute Alumnae-Israel Branch's *Klitah* Committee. Through its *Hakhnasat Orhim* Program, the Teachers Institute Alumnae-Israel Branch also enables Institute students in the Israel Study Seminar to experience home hospitality with alumnae who have settled in that country.

The Alumni Council—providing for representation by each of the alumni associations—offers the University's President and Board of Trustes guidance and counsel in advancing the institution's academic, development, and service activities. The Alumni Fund Cabinet coordinates fund-raising activities among the University's various alumni organizations.

Alumni have the privilege of taking courses at their alma mater as auditors or for credit, without tuition or

at greatly reduced rates. For information, contact the school's Office of the Dean or Director.

Student Free Loan Funds

Through the Mendel Gottesman Student Free Loan Fund (established by Eli M. Black, Yeshiva College 1940) and the Samuel and Anna Schwartz Loan Fund (established by Eli Sar, Yeshiva College 1941) any sum up to $50 may be borrowed without interest for a period of one month.

Alumni groups and the various funds are administered by the Alumni Office, Yeshiva University, 500 West 185th Street, New York, N.Y. 10033.

UNIVERSITY REGULATIONS

Regulations uniformly applicable to all undergraduate schools are given here; those pertaining to one school alone are given in that school's section of this Catalog. Students must consult both sections.

Notices

Students are responsible for the contents of this Catalog and for notices on the official bulletin boards of the various offices of the University; these bulletin boards should be consulted daily. Every effort is made to have major notices posted at least two school days before their effective date.

Changes in Regulations

The University reserves the right to change tuition, fees, regulations, and graduation requirements at any time without prior notice. Changes become binding on all students when posted on University bulletin boards or published in official University statements. However, sympathetic consideration will be given to a petition by a student for permission to continue his current course of studies under the requirements in effect at the time he registered his major, provided that he was a Regular

student (see page 11) and provided that he is not taking more than the normal period of time to complete his program.

Examinations

Once a student has taken a final examination, *no re-examination may be given.* No excuse—whether of illness, lack of preparation, or any other reason—will be accepted as grounds for a retest or an additional test. A makeup examination may be given only if a student is absent because of illness certified by a physician's note or some equally compelling cause. The fee charged each student for a makeup examination administered by the school office is $5.00.

A final examination may be postponed only on account of illness or some equally compelling reason which causes absence at the time of the examination or immediately preceding it or for a considerable portion of the semester. Whenever possible, permission to postpone a final examination must be obtained from the Dean or Director before the examination. Otherwise the request for a makeup test should be made as soon as possible after the examination.

When a student does not avail himself of the privilege of postponement but takes the regular examination, his record must stand and will not be altered on the ground of illness.

When a student is absent from a test and the absence is due to illness or equally compelling cause, the absence is not counted against his record. The instructor of the course determines whether the test is to be waived or a makeup test given. If the absence is not of the above kind, the student's standing is to be determined by the instructor.

If a student arrives late at any examination and has no valid excuse for his lateness, he is given the test and permitted to do what he can in the remainder of the

allotted time; he is not given any extension of time at the close of the examination.

Cheating on an examination will subject the offender to disciplinary action, including possible expulsion from the University.

Tentative Grades

Students are expected to take all tests and complete required coursework during the semester, and are graded accordingly. Therefore, if at the end of the semester a student has not made up examinations he missed or has not submitted all required reports or has not completed all laboraotry work, the instructor normally gives him a definite grade on the basis of the work done, with the work or examination missed averaged into the final grade as an F.

With the approval of the Dean or Director, however, the instructor is permitted to give the student a tentative grade. The Dean or Director may approve the giving of a tentative grade only in cases of illness certified by a physician's note or for other serious reasons acceptable to the Dean or Director. Failure to complete all work because of the pressure of other requirements or commitments is an unacceptable excuse.

A student who believes that he has an acceptable excuse is to fill out a copy of Form T29, which he presents to the instructor for approval and then to the Office of the Dean or Director.

A tentative grade becomes final on February 15 for the Fall Semester or on June 30 for the Spring Semester, unless the Office of the Registrar is informed by that date that the grade is to be changed.

Programs

Outside and Summer Work

Permission of the Dean or Director is required in order to take any courses at another institution, or another

school of Yeshiva University, at any time; or to take any courses in the summer. Permission is to be requested on the following forms, available in the Office of the Registrar: P10, to take courses at another institution; P3.1, to take courses at a graduate school of Yeshiva University; M37, to take courses at Yeshiva College during the summer or at another undergraduate school of Yeshiva University.

Normally permission is granted for summer work at Yeshiva University or elsewhere for a maximum of 6 credits or two courses.

Courses transferred from another institution, whether taken before or after admission to Yeshiva University, appear on the student's record with credit value only; grades earned elsewhere are not entered on the records of Yeshiva University.

Junior Year Abroad

Yeshiva University believes in the value of study abroad. This is best done in the junior year, since the senior year must be spent in residence, and programing complicates a leave abroad during the sophomore year. Students wishing to study abroad must first file Forms M12 and P10.

Many Yeshiva University students are particularly interested in studying in Israel. A detailed description of such opportunities is found in Form P6.

All the above forms are available in the Office of the Registrar.

General

No credit is given for an elementary course taken after completing an advanced one. The specific regulations applicable to foreign languages will be found on pages A student registering for a course for which he does not 35, 84, and 94.

have the prerequisites may be denied grade and credit for the course.

A student who fails any required course (regardless of credit value) twice may be dropped from the school.

No student may take any course at another school without written permission. Even with such permission at least 18 credits in the major subject must be taken at the school of Yeshiva University which the student attends.

A student who has achieved a passing grade in a course may not retake it. In exceptional cases the Dean or Director of a school may permit a student who received a D (or equivalent grade) to retake the course, provided that the student has not taken a higher course in the subject after receiving the D.

Graduate Courses

Joint bachelor's-master's programs exist, under which qualified seniors can take courses at the University's graduate schools and receive credit simultaneously toward their undergraduate degree and a graduate degree. Full information is given in Form P3.3, available in the Office of the Registrar.

Under exceptional circumstances seniors not in a joint program may take graduate courses for graduate credit. Full information is given in Form P3.4, available in the Office of the Registrar.

Seniors who are not eligible for the joint programs or who are interested in subjects in which joint programs do not exist, and who have acceptable records, are permitted to take graduate courses for undergraduate credit. Full information on such courses is given in Form P3.2, available in the Office of the Registrar. Such students will not be allowed graduate credit for the courses later, even if they do not need this credit for their undergraduate degree. Only students who originally received permission for graduate credit while still undergraduates and paid graduate tuition in addition to undergraduate charges will receive such credit.

Miscellaneous

Leaves of Absence and Maintenance of Registration

Students who are unable to return to the University because of illness or other personal reasons are advised to request a formal leave of absence on Form M12 if they expect to return to the institution at some future time. If they do not obtain such a leave, readmission may be denied.

Leaves of absence are ordinarily granted for a maximum of two semesters. Students on leave are not permitted to attend another institution without prior permission, which is to be requested on Form P10.

A maintenance of registration fee must be paid while a student is on leave (see Tuition and Fees, page 14). Sympathetic consideration will be given to an application by a student returning from an official leave who wishes to continue his course of study under the requirements in force at the time he was granted the leave.

Honorable Dismissal

A student who is withdrawing from the University and does not expect to return at some future date should fill out Form M15 to request an honorable dismissal. (A student who plans to return at some future date should not fill out this form but should instead file a "Request for Leave of Absence," Form M12.) Completion of this form insures that the student's record will bear the notation that an honorable dismissal was granted. The term "honorable dismissal" refers only to character and does not attest to the quality of work done.

Dismissal for Disciplinary Reasons

Yeshiva University expects its students to exhibit high qualities of character as well as to demonstrate academic ability. Every student is expected to adhere to the ideals represented by the University and to show seriousness of purpose, intellectual dedication, and respect for the views and convictions of others. The admission of a student,

his continuance on the rolls of the University, the receipt by him of academic credits, his graduation, and the conferring of any degree, diploma, or certificate upon him are entirely subject to the disciplinary powers of the University and to the student's maintaining the highest ethical and moral standards in his personal as well as in his academic life. The University is free to dismiss him at any time for infringement of these standards.

Student Assignments

The submission by a student of any examination, course assignment, or degree requirement is assumed to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary, verified by the Office of the Dean or Director, may result in failure in the course, disciplinary dismissal, or such other penalties as are deemed proper.

Records and Transcripts

A transcript is not issued for a student without his written request, except to another school or to a government agency. In these cases, transcripts are issued upon the request of the school or agency. A transcript is not sent to an employer or prospective employer without the student's permission.

Records of students are sent only in the form of a transcript. No partial records are sent, or ones listing only courses without grades.

A student who wishes to change his name (either given or family) on school records must file Form M25, available in the Office of the Registrar.

Students who believe that there is an error in their academic record (e.g., in a grade, average, class standing, credit value, or course description) must promptly call this to the attention of the Office of the Registrar. Even if there has been a mistake on the part of the University, no request for a correction will be entertained unless the

student notifies the Office of the Registrar within three months.

Diplomas

Duplicate or revised diplomas can be secured under certain circumstances. Full information is given on Form G15, available in the Office of the Registrar.

Use of the University's Name

No student or student organization may use the name of the University or any of its components in print for any purpose, including identification, without written permission from the Office of the Dean or Director.

General

The University cannot transmit personal telephone messages to students except in dire emergency. Students should instruct their friends and family not to telephone them at the University.

All injuries and accidents to students while engaged in classroom work will be reported by the staff member in charge of the course. Students are required to report immediately to the school office any other injury suffered on University premises. A detailed listing of procedures to be followed in case of accident or illness is available in the Office of the Vice President for Student Affairs.

All posters and notices announcing events must carry the name of a sponsoring club or faculty member. If they do not, they will be removed.

If the instructor does not appear within 10 minutes of the starting time of a class, the class is to send a representative to the Office of the Dean or Director for instructions. If the office is closed, the class is permitted to leave after 20 minutes.

Students who change their home or local residences are required to notify the Office of the Registrar of the change of address within 10 days on Form M29. A

student is responsible for all mail sent to his old address if he has not so notified the University.

GENERAL ACADEMIC INFORMATION

Academic Terminology

For the convenience of students, certain academic terms frequently used at Yeshiva University are defined below:

ACADEMIC AVERAGE A measure of the student's scholastic achievement. Methods of calculating the average are described on pages 39, 86, and 96.

CLASS SECTION A group of students taking a particular course at a specific time. It is identified in course schedules by a section number or letter, e.g., Art 1 section 261.

COLLOQUIUM A reading course on important books, with group discussion led by experts from various subject areas.

COREQUISITE A requirement which must be met at the same time that a certain course is taken.

CORRELATE A course required for a major which is not in the major department.

COURSE A particular portion of a subject. It is identified by a course number, e.g., Art 22.

COURSE DESCRIPTION The statement in the Catalog outlining the content of a particular course.

COURSE TITLE A work or phrase describing the course content. Thus, at Yeshiva College, the course title of Art 22 is Esthetics.

CREDIT The credit value of each course is listed after its title in the Catalog. At least 45 academic hours (each 50 minutes long) of formal classroom instruction and other types of study are required to earn 1 credit. These 45 hours are divided as follows: In an undergraduate lecture-recitation course, 15 academic hours in class plus 30 in home preparation; in a laboratory course,

30 academic hours in class plus 15 in home preparation; in observation and supervised student teaching, 36 academic hours in class plus 9 in home preparation. For 1 credit in a gymnasium or studio course, 45 *clock* hours are required. In a graduate lecture-recitation course, 1 credit may be earned for 10 academic hours in class plus 35 in preparation. Class hours include examinations. (These hours are minimum and may be increased to satisfy special requirements in certain courses.)

The unit of credit referred to above is the semester hour. Certain institutions use quarter-hour credits; to convert these to semester hour credits, multiply by two-thirds and drop any fraction.

CURRICULUM A planned group of courses (and ancillary experiences) leading to a specific degree, diploma, or certificate.

DEPARTMENT Within the school, an administrative division which offers instruction in a particular branch of knowledge.

ELECTIVE A course which a student may choose to take, as distinguished from a prescribed course, which he must take.

EQUIVALENT COURSES Some courses in this Catalog carry an explicit prerequisite plus the words, "or equivalent." Whether or not these words appear, an "equivalent" can be presumed to be acceptable for any prerequisite listed. Generally an equivalent is a course taken at another institution officially evaluated by the Registrar at Yeshiva University on Form T19.1 as having substantially the same contents; but it may also be successful completion of a written examination or other evidence of ability to handle the more advanced work, approved in writing by the instructor on Form R15.

INTERSESSION The period between semesters. A short intensive course given at the very beginning or very end of the summer is known as an intersession course.

MAJOR The subject which a student chooses for primary emphasis. On the graduate level the term *program* is often used instead.

MINOR The subject which a student chooses for secondary emphasis.

PREREQUISITE A preliminary requirement which must be met before a certain course can be taken.

PRESCRIBED COURSE One required for graduation, either for all students or those in a particular area of study.

PROBATION The status of a student whose enrollment has been placed on a trial basis for scholastic or disciplinary reasons (see pages 38, 39, 40, 41, 73, 74, 87, 95, 96, and 118.

PROGRAM See *Major.*

REGISTRATION The process of enrolling as a student. It consists of three stages: a) filling out general information forms provided by the University and having them approved; b) selecting courses and sections and obtaining class admission forms permitting attendance in these classes; c) completing financial arrangements. The student is not registered until all three stages have been completed.

RESIDENCE REQUIREMENT The requirement for a degree or diploma which specifies the minimum period of time that a student must be in attendance at the school through which the document is granted, and the minimum number of credits that he must complete there. Residence is intended to give each student adequate contact with the school and its faculty. Residence credit is distinguished from transfer credit, i.e., credit for courses taken at another school of the university or at another institution; it does not imply that the student must live in a Universiy dormitory.

SEMINAR A course pursued by a group of advanced students under a professor, with each engaged in original

research or independent study and all exchanging results through reports and discussions.

STATUS The category under which a student is enrolled, e.g., Regular, Transient (see page 11).

SUBJECT A division into which knowledge is customarily assembled for study, such as art, mathematics, or speech.

TRANSCRIPT An unabridged copy of the student's record, certified by the Office of the Registrar.

Discrepancies in Information

Infrequently course numbers, titles, credits, or prerequisites in this Catalog may not be in agreement with those published elsewhere, such as in the *Schedule of Courses.* It may be that they have changed between the times the various publications went to press, or there may be a typographical error, or the information in one or the other may simply be wrong in spite of the efforts of all offices to assure that the information is correct and current. Questions about such discrepancies should be addressed in writing to the Office of the Registrar.

Course Listings

Subjects are listed in the Catalog alphabetically by school. The numerals in parentheses following the course title indicate, in order, the lecture-recitation hours, the laboratory hours, and the semester-hour credit value of the course, for each term.

Parentheses around the title of a course indicate that the course is not expected to be offered during the period covered by this Catalog. Not every course listed in the Catalog is offered every year; certain courses are given only once in two or three years. Courses offered during any specific semester, and their hours and room numbers, are listed in each school's *Schedule of Courses*, available at the Office of the Registrar.

Courses, though listed, will be offered only if there is sufficient enrollment. If a course is not offered, students who meet the qualifications will be permitted to take an equivalent course at another school of the University.

In general, an odd number indicates that a course is given in the fall; an even number, in the spring.

Courses which extend through two successive semesters are differentiated as follows:

1. Courses in which the first is a prerequisite for the second and *both* must be taken in order to receive credit for either are *hyphenated* (e.g., Education 51-52).
2. Courses in which the first is a prerequisite for the second but credit is given for the first course alone are connected by a *comma* (e.g., Chemistry 13,14).
3. Courses which may be taken separately or in any order, and for which credit is given for each, are separated by a *semicolon* (e.g., English 19;20).

YESHIVA COLLEGE

Yeshiva College

Yeshiva College, established in 1928, is the University's college of arts and sciences for men. It embodies the unique concept that the values of Judaism have a meaningful relevance to the general culture of Western civilization.

The College provides a wide range of educational programs and aims at combining broad training in the liberal arts and sciences with specialized preparation for advanced work in a specific discipline or profession.

In addition to these curriculums leading to the degree of Bachelor of Arts, students participate in programs of Jewish studies providing intensive analysis of classic texts in the Hebrew and Aramaic originals. Designed to deepen ethical and philosophical insight and values, they

also afford valuable supplementary training in research methods and independent work.

The College's location at the Main Center affords stimulating association with several of the University's other undergraduate schools, as well as graduate schools and affiliates, and provides easy accessibility to the major resources of the institution.

Mindful of its responsibilities as a liberal arts-oriented college in an urban center, Yeshiva College has incorporated a broad set of educational programs, student services, and extracurricular activities to meet the special needs of the individual student. It is aware of the opposing pressures of a society driving toward greater specialization and technology, and of the student seeking order and purpose for himself and a totality of meaning for his life. Students, faculty, and administration are in search of sophisticated solutions to these increasingly complicated problems.

CURRICULUMS

Bachelor of Arts

Majors

Each student must select one subject as a major.[1] He must have the permission of the senior professor of the subject, and must also obtain this professor's approval of his planned course of study. Subjects in which the student may major are listed below, with the page number where the requirements for that subject are given:

[1] A student who completes all the requirements for a major in a second subject, including the comprehensive examination, will, at his written request at least a month prior to graduation, have the second major also listed on his permanent record.

Biology, p. 42
Chemistry, p. 43
Classical Languages, p. 44
Economics, p. 45
English, p. 46
French, p. 48
Hebrew, p. 50
History, p. 51
Information Science, p. 53
Jewish Studies, p. 33
Mathematics, p. 54
Music, p. 55
Philosophy, p. 56
Physics, p. 57
Political Science, p. 59
Pre-engineering, p. 33
Premedical-Predental Studies, p. 33
Psychology, p. 60
Sociology, p. 61
Speech and Drama, p. 63

Regardless of how much transfer credit is granted a student, at least 18 credits in the major must be taken at Yeshiva College.

The approval of both the senior professor of the subject in which the student is majoring and the Dean is necessary for a waiver or substitution of one course for another in the requirements for graduation or for the major; the request should be made on Form R15 and approval must be secured before the student takes the substitute course.

Only courses in which grades of C or better were earned may be used to meet the requirements in a student's major. (This applies only to courses in the subject itself, and not to correlate requirements.)

The student is expected to achieve a good general knowledge of his major, an objective which usually cannot be met solely by taking courses. He is therefore advised of the importance of self-study and extensive supplementary readings in his area of interest.

Interdepartmental Majors

Pre-engineering

The following courses are required for the pre-engineering major:

a. Chemistry 5-6 (R & L)

b. Drafting .1a-b (Students planning to become aeronautical, chemical, or electrical engineers may be excused from this course with the permission of the Adviser to Pre-engineering Students)

c. Mathematics 9-10 (or 1.1-2.1 and 3.1, 4.1 or 5.1), 23-24 (or 23a-24a), 33, 34 (or 33a, 34a)

d. Physics 1-2 (R & L), 11a, 12a, 13 14

While the course of study at Yeshiva College is ordinarily four years for pre-engineering majors, as for all others, Yeshiva University is devising Combination Plans with engineering schools in the metropolitan area. An arrangement with Polytechnic Institute of New York is already in effect. Under these plans a student who attends Yeshiva College for three years and receives the recommendation of the Adviser to Pre-engineering Students is admitted by the engineering school as a junior. He attends the engineering school for 1½ years (depending on his preparation and the branch of engineering studied), and qualifies for degrees at both Yeshiva College and the engineering school. Yeshiva University confers the Bachelor of Arts degree upon a student undertaking the Combination Plan at the successful completion of the fourth year of study, and the engineering school confers a Bachelor of Science degree at the close of the program.

Students in a Combination Plan are excused from the fourth year requirements in Jewish Studies.

Premedical-Predental

The following courses are required for the premedical-predental major:

a. Biology 1 (R & L), 10 (R & L)

b. Chemistry 5-6 (R & L), 13, 14

c. Mathematics 1.1-2.1 (or 5.1 or 9-10)

d. Physics 1-2 (R & L)[1]

[1] This course may not be taken in the senior year at Yeshiva College.

Each premedical and predental major is advised to designate another subject as a minor (see page 34).

Pre-law Training

Students planning to enter law school after college may major in any subject. However, a social science is recommended.

Prospective Teachers

Form P1.5, available in the Office of the Registrar, lists recommended courses for students who plan to become teachers.

Jewish Studies

Students majoring in Jewish Studies are required to take 27 credits chosen from the following:

a. Hebrew—excluding courses 1-2, 1a-2a, and 71 through 78

b. Hebraic Studies—courses 11 to 18 [2]

c. History—courses 73-up

d. Philosophy—courses 71-up

At least 15 credits must be concentrated in one of the following areas: Hebrew 3 through 69; Hebrew 79 through 89; History 73 through 99.

Students in Erna Michael College who wish to major in Jewish Studies at Yeshiva College must transfer 33 credits from Erna Michael College to Yeshiva College.

No course in James Striar School may be counted toward the major.

Certain courses at Bernard Revel Graduate School-Harry Fischel School for Higher Jewish Studies and in the Department of Jewish Education of Ferkauf Graduate

[2] With written permission of the Chairman of the Division of Jewish Studies, courses numbered 1 to 6 and 21 to 28 may also be counted toward the major.

School of Humanities and Social Sciences may count toward the requirements for the major with the written approval of the Chairman of the Division of Jewish Studies. Interested students should apply on Form P3.1 for permission to take graduate courses, specifying that they wish the course to count toward their major.

Minors

A student may choose a minor subject and have it listed on his permanent record upon his written request at least a month prior to graduation. Subjects in which it is possible to minor are listed below, with the page number where the requirements for that subject are given:

Art, p. 42
Biology, p. 42
Chemistry, p. 43
Classical Languages, p. 44
Economics, p. 45
English, p. 46
French, p. 48
Hebrew, p. 50
History, p. 51
Information Science, p. 53
Jewish History, p. 51
Jewish Philohophy, p. 56
Mathematics, p. 54
Music, p. 55
Philosophy, p. 56
Physics, p. 57
Political Science, p. 59
Psychology, p. 60
Sociology, p. 61
Speech and Drama, p. 63

Students must indicate their minors on Form M37 not later than the last day of the lower-senior semester.

Acceptance of courses taken at other institutions toward the minor is at the option of the senior professor of the subject, but in all cases at least 12 credits must be taken at Yeshiva College.

Only courses in which grades of C or better were earned may be counted toward the minor, except that in the first elective in a subject a P grade will be accepted.

Degree Requirements

a. Credit requirement: 128 credits [1] (1 credit represents one period of lecture or recitation, or two periods of laboratory work, per week for one semester, unless

[1] Of the 128 credits not more than 8 may be in health education.

otherwise stated in the course listing. A semester consists of 15 weeks; a period, of 50 minutes.)

b. Residence requirement: Students must have attended an institution of higher education at least 8 semesters.[2] They must be in residence at Yeshiva College at least 4 semesters, taking at least 12 credits each semester, and must complete at least 58 credits at Yeshiva College. At least 24 of the last 35 credits must be taken at Yeshiva College.

A superior student who is admitted to a professional school at the end of his junior year at Yeshiva College will be eligible for a bachelor's degree from the College upon satisfactory completion of the first year of the professional school program, provided that he is admitted to the Professional Option plan. Full information is available in Form M65.

c. Grade requirement: An average of 2.0 or better in all studies and a grade of C or better in all courses in the major presented for the major requirement.

d. Administrative requirements:

1. Approbation of the faculty.
2. Completion of all requirements within six years of the date of admission to a college, excluding time lost because of serious illness or service with the armed forces.
3. Filing of an Application for Degree during the registration period of the semester in which the student completes all requirements.
4. Comprehensive examinations—To be eligible for graduation, each senior must take comprehensive

[2] For a semester to be counted as one of the eight, the student must have taken at least 12 credits of college work. Semesters (but not summer sessions) in which less than 12 credits were taken may be combined into multiples of 12. For example, a student who took 11 credits in each of two terms will be considered as having completed one semester; a student who completed 8 credits in each of three terms will be considered as having completed two semesters. Exceptions to the eight-semester rule will be made only under the conditions specified on Form M61.

examinations, which the school uses for evaluation and diagnosis. These are described on Form P8.

The following courses are required of all students:

		credits
A.	Natural Sciences	
	Biology 1 (R & L), 10 (R & L) *or* Biology 1a-2a *or* Chemistry 5-6 (R & L) *or* Physics 1-2 (R & L) *or* Physics 1a, 2a	6-8
	[1] Health Education 1;2	1
B.	Social Sciences	
	[2] Any two semesters chosen from the following: Economics 1, 2; History 1;2;5;6; Philosophy 1; 2;10;11; Political Science 1.1;2.1; Psychology 1, 2; Sociology 1, 2	6
C.	Humanities	
	Art 1 *and* Music 1	2
	1, [3] English 1.1, 3-4	9
	1, [3] Speech 1	3
	Additional languages	varies

Hebrew language, literature, and culture, as described below, *and* an intermediate level of knowledge of a second foreign language, except that science [4] majors may under the circumstances described

[1] No senior will receive credit for these courses. A senior who has postponed taking these lower division required courses until his last year will have to count the courses in his work load, and will have them count in his average, but will not receive any credit for them. A senior may, however, take these courses at any other accredited college and will, in that case, receive full credit for them. He must, of course, follow established procedures for applying for outside work (see Form T21.1 for details).

[2] History 5;6 must be taken if American History is not offered for admission, see footnote 1 on page 42 for further details.

[3] To receive his degree, a student must show mastery of written and spoken English. This is generally shown by passing English 1.1 —for written composition—and Speech 1—for spoken English. However, where a student is referred for remedial work, he must be approved by the respective department as having achieved the acceptable standard before he graduates.

[4] Science majors are biology, chemistry, information science, mathematics, physics, pre-engineering, and premedical-predental studies.

below substitute a scientific language course. Specifically this means:

I. If a student wishes to start a new language in college, not taken in high school, he must take Arabic or French or German or Greek or Latin or Spanish 01-02 and 1-2. If he is a science major he may substitute French or German or Russian 07-08.

II. If a student wishes to continue in college a language he has had in high school for ½ to 1½ years, he is to take the 01-02 and 1-2 courses, except that:

a. If he has had 1 or 1½ years he may start with 02 with the permission of the instructor.

b. If he is a science major he may substitute the 07-08 course, if one is offered in that language.

III. If a student wishes to continue in college a language he has had in high school for 2 to 3½ years, he must take the 1-2 course in that language, regardless of his major. Note that:

a. If he has had 3-3½ years he may take 2 alone, with the permission of the instructor.

b. If he takes courses 01-02 or 07-08, he will receive no credit because he is repeating work taken in high school.

IV. A student who has studied French, German, Greek, Latin, Russian, or Spanish in high school for 4 years, or who has equivalent knowledge, must prove that he has achieved an intermediate level of knowledge of the language in order to be excused from having to take a foreign language in college. He may do so by scoring a minimum of 600 on the appropriate Achievement Test (or 3 on the Advanced Placement Test) of the College Entrance Examination Board or 200 on the New York State College Proficiency Examination in that language. A student who has been unable to demonstrate the level-2 knowledge of a language may do one of the following:

a. Take course 2 (or, if he prefers, 1-2) of the language. If he passes he will have met the language requirement, though he will receive no credit for those courses because he is repeating work taken in high school.

b. Take the level-3 course of the language. If he passes it he will have met the requirement, and in addition will receive credit. (Certain advanced courses in French may be substituted for 3; see Catalog descriptions.)

V. A foreign student who has graduated from a secondary school in which the language of instruction was French, German, Russian, or Spanish has met the language requirement.

Students who plan to do graduate work are advised to meet with the senior professor of their intended subject of study and to consult the catalogs of the graduate schools they are interested in before choosing their foreign language.

DISTRIBUTION REQUIREMENTS IN HEBREW LANGUAGE, LITERATURE, AND CULTURE

A. Yeshiva College Courses

1. Yeshiva College (YC) is a college of liberal arts and sciences offering programs leading to the B.A. degree. It has the unique feature of requiring each student to be enrolled throughout his stay in a full course of study either in James Striar School (JSS), Erna Michael College (EMC), the Yeshiva Program (YP), or any equivalent program approved by the University.

2. The transfer credit which students receive at YC for their studies in these programs is listed below.

3. Students must complete the following courses at YC, unless their programs already include the

equivalents: Hebrew 1-2 (or 1a-2a); 3;4; 71 through 78; History 71;72.

4. Students who enter with a knowledge of Hebrew higher than the level of Course 4 must take two semesters of advanced courses in Hebrew literature.

B. James Striar School Courses

1. Transfer credit for courses taken at JSS is listed on the YC record as Hebraic Studies 01 through 08.
2. Students in JSS must transfer a minimum of 26 credits to YC.
3. Credit is transferred at the rate of 4 each semester the first three years of attendance and 1 each semester the fourth year, unless written permission for a change is received from the Director of JSS, the Dean of YC, and the Office of the Registrar.
4. One composite grade is given each semester for all work done in JSS that semester. A composite average under 1.000 is recorded as an F; 1.000-1.499, as a D; 1.500-2.499, as a C; 2.500-3.374, as a B; 3.375-4.000, as an A.
5. Students attending JSS may not take any Hebrew courses at YC, nor any History or Philosophy courses numbered over 70, without the prior written permission of the Director of JSS and the Office of the Registrar.

C. Erna Michael College Courses

1. Students in EMC must transfer a minimum of 18 credits to YC.
2. Credit is transferred at the rate of 3 each semester the first three years of attendance, unless written permission for a change is received from

the Deans of EMC and YC and the Office of the Registrar.

3. Students in the preparatory year may choose to exclude one course (other than Hebrew 01-02) from the composite grade transferred to Yeshiva College. Probationary students may, by waiving P/F privileges for the semester in question, exercise the same option (Hebrew 1, 2, and 3 are excluded). This exclusion refers only to transfer grades and does not affect the internal grades at EMC.
4. Students in their freshman and sophomore years at EMC transfer a composite grade listed on the YC record as Hebraic Studies 11 through 18. Such students may designate one EMC course to be taken on a P/F basis. They may do so until a date announced by the Office of the Registrar; if no designation is made by that time, a full composite is taken.
5. Students in their junior and senior years at EMC may choose any course or courses (3 or more credits in the junior year, 2 or more in the senior year) from among Bible, Hebrew, History, and Philosophy for transfer, except that students who are provisional or on probation, are not taking a full program at EMC, or who fail a course carrying 2 or more credits, must transfer a composite grade for that semester.
6. For internal purposes at EMC, grades are recorded and averaged in percent. For purpose of transfer to YC, each percent grade is first converted into a letter grade as follows: 90-99 = A, 80-89 = B, 70-79 = C, 60-69 = D, 50-59 = F. Letter grades are then converted into quality points (see page 39) and an average is calculated. This average is recorded on the YC record as follows: 3.375-4.000 = A, 2.500-3.374 = B, 1.500-2.499 = C, 1.000-1.499 = D, 0.000-0.999 = F.

7. Students attending EMC may not take any Hebrew courses at YC, nor any History or Philosophy courses numbered over 70, without the prior written permission of the Dean of EMC and the Office of the Registrar.

D. Yeshiva Program

Two or 3 credits a semester for a maximum of six semesters (the sophomore year and higher) may be transferred to YC for studies in the Yeshiva Program. Such courses appear on the YC record as Hebraic Studies 1 through 6.

E. Changes in Programs

Students who change from one program of Jewish Studies to another should consult Form A11.5, available in the Office of the Registrar, for their requirements.

Programs of Study

For the convenience of students the normal programs of study are given below:

Majors in Science

(Biology, chemistry, information science, mathematics, physics, pre-engineering, premedical-predental)

FRESHMAN YEAR		SOPHOMORE YEAR	
English 1.1 and Speech 1	3 cr. ea.	English 3-4	3 cr. ea.
Science	4-5	Adv. Science	3-5
Jewish Studies	3-4	Second Science	4-5
Mathematics 1.1-2.1 or 9-10	3-4	Jewish Studies	3-4
Art 1 and Music 1	1	Social Science or Language	0-3
Health Ed. 1;2	½		
Electives	0-3		

Majors in Other Subjects

FRESHMAN YEAR		SOPHOMORE YEAR	
English 1.1 and Speech 1	3 cr. ea.	English 3-4	3 cr. ea.
Language 1-2 or 01-02	3	Language 1-2 if necessary	3
Jewish Studies	3-4	Jewish Studies	3-4
History 1;2 or Mathematics 1.1-2.1	3	Science	3-5
Art 1 and Music 1	1	Major Courses	2-3
Health Ed. 1;2	½		
Electives	0-3		

Junior Year

Students who have not yet met the social science and language requirements should do so now. *Bulletins giving more detailed information on the course of study in specific majors are available.*

SCHOOL REGULATIONS

Regulations pertaining to Yeshiva College alone are given here; those uniformly applicable to all undergraduate schools are given in the section *University Regulations.*

Attendance

Classes in Yeshiva College meet Sunday through Thursday afternoons (generally between 1:30 and 7:30 p.m.) and Friday mornings (9 a.m. to 1 p.m.).

A student must in the first week of the semester submit his registration card in person to the instructor of the class in order to be officially recorded as a member of a class, and in order to learn the specific attendance and other requirements of that course. Students who fail to meet this regulation may be dropped from the course.

Attendance at lectures is compulsory only for freshmen and for all students who are on probation, including seniors. However, an instructor may require that on a particular day a student submit a written assignment, deliver a recitation, perform certain laboratory tasks, and the like. (Note that these regulations providing for

voluntary attendance apply only to Yeshiva College classes. A student who takes a course at another school in the University for transfer to Yeshiva College must abide by the attendance regulations of that school.)

Students on probation and freshmen are expected to attend all their scheduled class sessions and college exercises and to be present promptly at the beginning of the hour, unless prevented from doing so by illness or other compelling cause. In particular, students should avoid being absent immediately before or after a holiday or vacation; such absences are regarded as interfering with the collective interest of the College. Generally a student's attendance record is taken into account whenever there may be occasion to determine his status in the University.

A record of each student's attendance in each class is kept. A statement should be filed with the Executive Secretary of the Scholastic Standing Committee within 10 days of the student's return to school after being absent, if the student wishes the absence to be excused. Ordinarily only a physician's note will be accepted as an excuse for an absence because of illness.

Permission to register late in a course does not in itself excuse the student's absence from the classes already held. A student must file notes of excuse to cover the dates missed.

Students on probation must account for each absence and are subject to penalties for even one unexcused absence. For other students the pnalty for each six periods of unexcused absences (with periods of lateness and of absence from laboratory counting as one-half) is reduction of one credit in the credit value of the course. However, the Scholastic Standing Committee will not penalize students who at the end of a semester receive an A in the course, unless the instructor during the first week of sessions informs the students and the Committee that he wishes the usual penalties for excess absences to apply to everyone in the class.

If a class meets for 1½ periods a day, each absence counts as one and one-half; if a class meets for 2 periods a day, each absence counts as two.

Specifically, therefore, for 6-11 periods (*not* days) of unexcused absences one credit will be deducted; for 12-17 periods, two credits; for 18-23 periods, three credits.

Continued absence without excuse will result in dropping the student from the course with a grade of G. In addition, such students render themselves liable to being placed on probation. Flagrant cases of absence in several courses may necessitate withdrawal from the College.

If a student is absent or seriously incapacitated through illness for a considerable portion, but less than half, of a semester, his schedule will ordinarily be reduced.

If a student is absent from any course for any cause for more than half a semester, the course will not be counted toward a degree and the student will not be allowed to take any of the examinations. He will receive a W or G in the course (depending on whether the absences are excused or not).

Grades

The work of each student is graded on the following basis:

A Excellent
B Good
C Fair
D Poor (lowest passing grade)
F Failed
G Course dropped by student (failure)
M Missing (no grade reported)
N No credit (see below)
P Passed (see below)
R Repeat (to continue course)
T (followed by B,C,D, or F)—Tentative grade
W Withdrew without penalty

The mark of R is given in remedial courses when it is advisable that the student continue in the class.

Withdrawal from courses requires the permission of the Dean. Unless this permission is obtained in writing, the student receives a G, equivalent to failure, in those courses from which he has withdrawn.

Tentative grades are explained on page 25.

P or N System

Each student above the freshman year who is in good standing is permitted to select one course each semester to be graded P or N. This is for the purpose of stimulating students to take coursework outside their area of specialization; therefore the course may not be one required for graduation or required or recommended for the student's major. Students must apply for such a course during the period specified in the academic calendar on Form T28.1, available in the Office of the Registrar. This form lists the regulations and the limitations applicable to the choice of a course on the P or N system.

A grade of P is equivalent to at least a C.

Academic Average

Each grade has a numerical value, as follows: A=4; B=3; C=2; D=1; F=0; G=0. When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points.

The student's average rating is computed by dividing the number of quality points earned by the total number of credits completed, including courses failed. The average is rounded to the third decimal place.

Grades achieved at other colleges and universities are not averaged in with a student's record at Yeshiva College; only credit is granted on transfer.

Dean's Honor List

Each year, full-time students who have achieved a scholastic average of distinction are included on the Dean's Honor List, which classifies those listed as follows:

"With Honor": 3.400-3.599 average
"With High Honor": 3.600-3.799 average
"With Highest Honor": 3.800-above

Inclusion on the Dean's Honor List becomes part of the student's permanent record.

Honors at Graduation

To receive honors at graduation, students must achieve the following cumulative averages at Yeshiva College: *cum laude*, 3.400; *magna cum laude*, 3.600; *summa cum laude*, 3.800. Higher averages may be required by the Scholastic Standing Committee of students who have taken fewer than 94 credits at Yeshiva College.

Receipt of degrees with honors is not automatic; candidates must receive the approbation of both the faculty and the President. For *summa cum laude* candidates the approbation must be unanimous.

Probation and Academic Dismissal

A student whose academic average for any semester falls below 2.0 is placed on probation. If his average falls below 2.0 two semesters in succession, or three semesters nonconsecutively, he receives an academic dismissal. A student whose cumulative average at the end of any year is below 2.0 will not be permitted to reregister without specific approval of the Scholastic Standing Committee, which may impose restrictions or conditions.

Students may also be placed on probation for any of the following causes: unsatisfactory attendance record, unsatisfactory conduct, admission with a condition. Students on probation may not take more than 12½ credits a semester or work for remuneration unless specifically permitted to do so by the Scholastic Standing Committee. Under no circumstances may they participate in any extracurricular activities. They are required to attend all classes and College exercises. Such students may also be declared ineligible for financial assistance. Students who go off probation with a semester average below 2.25 or with a cumulative average below 2.0 are subject to all the restrictions placed on students on probation, unless specifically exempted by the Scholastic Standing Committee.

Probation serves as a serious warning to the student and his parents or guardian that his record is unsatisfactory and that significant improvement is expected. If such improvement does not occur in the semester during which the student is on probation, he is dropped from the College.

Credits for Enrollment in Classes

The minimum number of credits required for enrollment in each class is as follows:

CLASS	CREDITS	CLASS	CREDITS
Upper Freshman	12	Upper Junior	78
Lower Sophomore	28	Lower Senior	94
Upper Sopohmore	45	Upper Senior	111
Lower Junior	61	Graduation	128

No student, however, may be enrolled as a sophomore until he has removed all entrance conditions and completed all required freshman courses; and any student who is at any time carrying a sufficient number of credits to complete the total required for graduation is registered as an upper senior. A student will not be graduated until he has completed all his requirements and all his indebtedness to the University has been discharged.

Honors Work

Superior students may request permission to do work outside of regular courses, culminating in the writing of a thesis, under the following conditions:

A. The student must be at least a junior.

B. His academic average generally and in his major must be at least 3.4.

C. He must submit a written outline of independent work he plans to do leading to the writing of the thesis. The study and the paper based on it must have a unity of plan and be specific enough for a scientific report, and must represent distinguished work.

D. He must present evidence that regular courses are not available or do not suffice for his needs. The student must have completed at least 18 credits in the subject before doing honors work, but it need not be in his major.

E. The student must have a faculty sponsor under whose supervision he will work. This sponsor must be the senior professor of the subject or, in special cases, with the approval of the senior professor, another member of the staff. The student must also have the approval of the chairman of the appropriate division.

F. Normally 2 credits are granted for honors work. Upon recommendation of the sponsoring professor and with the approval of the Scholastic Standing Committee, 3 credits may be granted.

G. Honors work must require at least the same amount of work as is required in a regular course carrying the same credit.

H. A maximum of 6 credits a semester may be taken by a student in the form of honors work.

The required procedure is as follows:

1. At least two months before the end of the term previous to that during which the student plans to do his work, he must submit his request to the Office of the Registrar on Form P20. This form provides space for a description of the project and for the recommendations of the faculty sponsor, Office of the Registrar, and chairman of the division. The faculty sponsor also lists the examinations, if any, he requires of the student in addition to the paper.

2. The Scholastic Standing Committee considers every application and must give its approval.

3. At the end of the semester the sponsor submits the student's thesis to the Office of the Dean together with the grade for the course and critical comments on the student's work.

4. Honors work is listed on the student's record as "(Subject) 63."

Independent Study

In addition to Honors Work, Yeshiva College also grants credit for Independent Study, which may be done under the following conditions:

A. It may be pursued by any student in good standing, and in any liberal arts subject; it need not be in the student's major and no minimum average is required.

B. It may be done only in the summer, and must be under the supervision of a member of the faculty, either of Yeshiva University or any other accredited institution. Generally it will be an internship project of sore sort, in a laboratory situation.

C. Independent study must require at least the same amount of work as is required in a 2-credit course: a minimum of 96 hours.

The required procedure is as follows:

1. Not later than May 1 the student must submit a full description of his proposed project to the Office of the Registrar on Form M37.
2. The Scholastic Standing Committee considers every application and must give its approval.
3. At the end of the summer the student must submit a report on his work approved by the supervisor. The supervisor must certify the amount of time spent on the project and must evaluate the quality of the work. The report is reviewed by the appropriate department at Yeshiva College, which recommends a grant of credit, subject to approval by the Scholastic Standing Committee.
4. The work is listed on the student's record as "(Subject) 65, Independent Study, 2 credits, grade of P."

Work Load

The normal number of credits for a full semester's work is 15½ to 16½. A full-time student is defined as one who is enrolled for at least 12 credits during a 16-week semester or at least 3 credits during a 4-week session.

Seniors (unless they are on probation), students on the Dean's Honor List (or whose average in a full-time program during the past semester was 3.4 or better), and entering freshmen with superior records approved by the Director of Admissions may register for 17½ credits a semester, provided there is no objection from any University official.

Under no circumstances will any student be given permission to register for *more than 17½ credits a semester* at Yeshiva College (including any credit transferred from any other school of the University or from another institution).

The maximum number of credits which may be earned by any student in a 12-month period (counted as July-June or September-August, at his option) is 43. This includes courses taken in residence, work taken elsewhere, and credit earned by examination (such as College-Level Examination Program and College Proficiency Examination Program).

Students with low averages are subject to restrictions on their work load as described in the section *Probation and Academic Dismissal*, page 39.

Students who are employed may be required to limit their programs.

Credit and Exemption by Examination

See page 10 for information on methods of gaining credit or exemption from coursework by means of examinations.

ADMISSION

Admission regulations pertaining to Yeshiva College alone are given here; those uniformly applicable to all undergraduate schools are given on page 7.

The 16 units required for admission must include the following 12½:

English	4
Additional Language (two years of one language, classical or modern)	2
Social Studies (American History[1] and one additional year of European or World History)	2
Mathematics (college preparatory[2])	2½
Science (General Science, Biology, Chemistry, or Physics	2

The remainder of the required 16 units may be chosen from any college preparatory subjects, with no more than 1½ units to be presented in commercial or minor subjects.

DESCRIPTION OF COURSES

Before reading course descriptions, be sure to consult the information on the terminology of these descriptions on page 28.

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[1] History 5;6 must be taken if American History is not offered for admission. With special permission, students who lack American History will be permitted to make up their entrance condition by taking the College Entrance Examination Board test in American History and scoring 500 or above. Any student who takes this test after having taken 61 credits of college work (at Yeshiva University or elsewhere) must score at least 550.

[2] College preparatory mathematics should include topics selected from algebra and geometry (demonstrative and analytic). The point of view should be in harmony with contemporary mathematical thought, and emphasis should be placed upon basic concepts and upon the principles of deductive reasoning regardless of the branch of mathematics from which the topic is chosen. Courses designed for other purposes (e.g., consumer mathematics, business mathematics, shop mathematics) are not acceptable.

Arabic

01-02 Elementary Course. (3-0-3). Introduction to the grammar and syntax of classical and modern literary Arabic.

Art

Minor: 15 credits—Art 1 and 14 elective credits.

1 Introduction to Art. (1½-0-1). Development of an appreciation and understanding of the pictorial arts; elements of painting, sculpture, architecture, and other arts, illustrated with color slides; masterpieces of representative styles and periods analyzed as individual works and as expressions of the cultures that produced them.

18 Art From the Renaissance to 1800. (2-0-2). Prerequisite: Art 1 or permission of the instructor. History of painting, sculpture, and architecture from the Renaissance through the 18th century; slide illustrations and visits to the city's museums of art.

19 19th Century Art. (2-0-2). Prerequisite: Art 1 or permission of instructor. Pictorial arts from about 1800 to the turn of the century; successive movements and ideologies in their social and cultural surroundings; neoclassicism, romanticism, realism, impressionism, postimpressionism.

20 20th Century Art. (2-0-2). Prerequisite: Art 1 or permission of the instructor. Contemporary movements: fauvism, expressionism, cubism, futurism, dadaism, surrealism, non-objective art, abstract expressionism, op art; emphasis on the frontiers of art today.

22 Esthetics. (2-0-2). Prerequisite: Art 1 or permission of the instructor. Historical and contemporary concepts of art and criticism; analysis of form, media, and content in painting, architecture, sculpture, music, and literature; the arts in their interrelation.

23 Art Criticism. (2-0-2). Prerequisite: Art 1 or permission of the instructor. Principles and criteria of criticism; methods of analysis and interpretation applied to works of art; museum visits.

24 Jewish Contributions to Art. (2-0-2). Prerequisite: Art 1 or permission of the instructor. Jewish contributions to art and Jewish motifs in art; emphasis on contemporary expression and the art of Israel.

26 American Art. (2-0-2). Prerequisite: Art 1 or permission of the instructor. Art in the United States from colonial times to the present.

28 Problems of Esthetics. (2-0-2). Prerequisite: Art 1. Definitions of art compared; the nature of creativity; taste; changing social attitudes; the position of the artist in society; emphasis on modern and contemporary views.

63 Honors. For the description of this course, see page 40.

Biology

Major: Biology 1 (R & L), 10 (R & L), and an additional 16 credits in Biology; Chemistry 5-6 (R & L), Mathematics 1.1-2.1.

Recommended: Chemistry 13, 14, 37; Physics 1-2 (R & L).

Minor: 24 credits—Biology 1 (R & L), 10 (R & L), and 6 elective credits; Chemistry 5-6 (R & L).

YESHIVA PROGRAM

Yeshiva Program

The Yeshiva Program is a four-year undergraduate course of study in which Talmudic texts and commentaries in the original Hebrew and Aramaic are studied intensively. Although the program does not lead to a degree, specified credit is transferable to B.A. and B.S. programs.

SCHOOL REGULATIONS

Regulations pertaining to the Yeshiva Program alone are given here; those uniformly applicable to all undergraduate schools are given in the section *University Regulations.*

Attendance

Classes in the Yeshiva Program meet Sunday through Thursday mornings, 9 a.m. to 12 noon or 9 a.m. to 2:45 p.m.

Students may be subject to disciplinary and academic penalties if they are absent without acceptable excuse from more than five sessions a semester. Preparation *(hakhanah)* and lecture *(shiur)* are considered separate sessions, so that a student missing a full day without excuse is considered to have two absences. Lateness to any session is considered as half an absence.

Students who are absent from a session and wish to have the absence excused must file their excuse with the Office of the Director within two days of their return to school. A special form, obtainable in that office, is to be used. Ordinarily only a note from a physician will be accepted as an excuse for an absence because of illness.

Grades

The work of each student is graded on the following basis:

A Excellent

B Good

C Fair

D Poor (lowest passing grade)

F Failed

G Dropped by student (counted as failure)

M Missing (no grade reported)

W Withdrew without penalty

Y Year course (June grade applies to both semesters)

Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance. Students who fail courses, have generally poor academic records, or who have excessive absences will be put on probation. If the student's record does not improve sufficiently during the course of the next semeste., he may be dropped from the Program.

ADMISSION

Admission regulations pertaining to the Yeshiva Program alone are given here; those uniformly applicable to all undergraduate schools are given on page 7.

Requirements

1. Attendance at Yeshiva College, unless the student already holds a bachelor's degree.
2. Knowledge of Hebrew (modern, medieval, and Biblical), including intensive preparation (at least six years) in the Talmud.
3. Passing Yeshiva Program entrance examinations. Applicants are placed in classes in accordance with previous training and ability.

DESCRIPTION OF COURSES

Talmud

1 through 8 Text and Commentaries. (8 credits a semester). Texts of the Talmud studied intensively with the exegesis of Rashi and Tosafot and other ancient, medieval, and modern commentaries.

ERNA MICHAEL COLLEGE OF HEBRAIC STUDIES

Erna Michael College of Hebraic Studies

Erna Michael College of Hebraic Studies provides comprehensive programs in Hebrew language, literature, and culture for undergraduate men with some background in this area. Established in 1966 in recognition of a major gift by Jakob Michael in memory of his beloved wife, the College is the successor of Teachers Institute for Men, founded in 1917.

Offering a variety of intensive and innovative courses of study, the College is the nation's largest center for the preparation of teachers of Hebraica, training professional personnel for positions of leadership in education and community agency work. It provides the requisite undergraduate preparation for students wishing subsequently to pursue teaching or administrative careers in public and private schools and colleges, as well as other professional and scholarly careers in fields requiring a thorough liberal arts background with special emphasis on Hebrew and Jewish studies.

Erna Michael College curriculums lead to the Bachelor of Arts and Bachelor of Science degrees. Students also may qualify for a Hebraic Studies Diploma or a Hebrew Teacher's Diploma.

All courses in Hebrew language, literature, and culture are taught in Hebrew and provide valuable supplementary training in the utilization of primary sources, research methods, and independent work.

Faculty and students alike seek to create an atmosphere which will provide and promote the highest standards of ethical conduct and scholarship in the achievement of personal and professional goals.

The College is located at the Main Center and profits from its association with several of the University's other schools and their educational resources as well as from

the wealth of public and private educational facilities available in New York.

Erna Michael College is accredited by the National Board of License and is a member of the American Association of Hebrew Teachers Colleges.

CURRICULUMS

Bachelor of Arts

The purpose of the Bachelor of Arts program is to prepare teacher-scholars specially trained to serve as teachers of Hebrew and cognate subjects in grades 7-12. It is open to select students, possessing at least an intermediate knowledge of Hebrew, who are strongly motivated to enter the field of education and are prepared to undertake a rigorous curriculum. Students who complete the program are awarded a Hebrew Teacher's Diploma in addition to the degree of Bachelor of Arts.

The school year is divided into three terms: Fall, Spring, and Summer. While Summer offerings are essentially self-study programs, special materials, including taped lectures, are made available to help the student prepare for end-term examinations and evaluations of his achievements. The third year of schooling is in Israel under the direct supervision of the College.

Intensive personal counseling contacts are maintained with each student, and the student and his counselors periodically evaluate all factors bearing on his continuation in the program. This individual counseling continues as a career and placement service extending into the first few years of employment.

Students who have successfully completed their first year in the program may apply for a special teacher training scholarship equal to the cost of full tuition at Erna Michael College. Applicants will be judged on the basis of school record, academic potential, and personal and professional commitment to the goals of the teacher training program. For the third year this aid will

cover the full cost of tuition, room and board, and round-trip fare to Israel. Freshmen are, of course, eligible to participate in the regular University student financial assistance program.

Degree Requirements

a. Credit requirement: 213 credits (as defined on page 28) distributed as follows:

Bible	41	Music and Art	2
Education	22	Philosophy	7
English	9	Psychology	9
Health Ed	1	Science	6
Hebrew	28	Speech	3
History	34	Talmud	37
Jurisprudence	9	Electives	5

The written approval of the Dean is necessary for any waiver of requirement or course substitution; this request must be made on Form R15 before taking the substitute course.

b. Residence requirement: Students must have attended an institution of higher education at least eight semesters. They must be in full-time residence of Erna Michael College at least four semesters, two of which must be in the senior year, taking at least 21 credits each semester. Regarless of how much transfer credit is granted, at least half the total number of required credits must be taken at Erna Michael College.

c. Grade requirements: A minimum cumulative average of 75 in all studies.

d. Administrative requirements:

1. Approbation of the faculty.
2. Completion of all requirements within six years of the date of admission, excluding time lost because of serious illness or service with the armed forces.
3. Filing of an Application for Degree during the registration period of the semester in which the student completes all requirements.

Program of Study

For the convenience of students the normal program of study for the Bachelor of Arts degree is given below:

FIRST YEAR

Fall Term		Spring Term	
Bible 1	4	Bible 2, 12	6
English 1.1	3	Health Ed 2	½
Health Ed 1	½	Hebrew 2	4
Hebrew 1, 20	6	History 2	3
History 1	3	Jurisprudence 2	3
Jurisprudence 1	3	Speech 1	3
Talmud 1.1, and 1.2 or 1.3	4-5	Talmud 2 or 2.3	3

Summer Term

Bible 2.4	2
Talmud 2.4	2

SECOND YEAR

Fall Term		Spring Term	
Art 1	1	Education 2	3
Education 1	3	English 4	3
English 3	3	Hebrew 4	3
Hebrew 3	3	History 2.2	4
History 1.2	4	Philosophy 2.1	2
Music 1	1	Psychology 1	3
Philosophy 1.1	2	Science 2a	3
Science 1a	3	Talmud 4.3	3
Talmud 3.3	3		

Summer Term

Bible 4.4	2
Hebrew 4.4	2
Talmud 4.4	2

ISRAEL PROGRAM—THIRD YEAR

Fall Term		Spring Term	
Bible 91, 93, 95	10	Bible 92, 94	6
Hebrew 91	4	Education 91	2
History 93, 95	7	Hebrew 92, 94	4
Jurisprudence 91	2	History 94, 96	7
Talmud 91	8	Jurisprudence 92	2
		Talmud 92	8

Summer Term

Bible 6.4	2
Education 6.4	2
Hebrew 6.4	2
Talmud 6.4	2

FOURTH YEAR

Fall Term		Spring Term	
Bible 3, 31	5	Bible 4, 32	4
Education 3, 4	6	Education 9	6
History 11	2	History 12	2
Philosophy 5	3	Psychology 16	3
Psychology 35	3	Sociology 12	2
Talmud 9	2	Electives	5

Bachelor of Science

The Bachelor of Science program is intended for students interested in pursuing a course of study in the area of Hebrew language, literature, and culture without necessarily entering the field of education. Each student must select a major and a minor, or three minors. Subjects in which a student may major or minor are:

Bible (page 75)
Education (minor only; page 76)
Hebrew (page 77)
History (page 78)
Jurisprudence (minor only; page 79)
Philosophy (page 80)
Sephardic Studies (page 81)
Talmud (no minor necessary; page 81)

Regardless of how much transfer credit is granted, at least half of the total number of credits required in the major and/or must be taken at Erna Michael College.

The written approval of both the senior professor of the major subject and the Dean is necessary for any waiver of requirements or course substitution; this request must be made on Form R15 before taking the substitute course.

Degree Requirements

a. Credit requirement: 165 credits[1] (as defined on page 28).

b. Residence requirement: Students must have attended an institution of higher education at least eight semesters. They must be in full-time residence at Erna Michael College at least four semesters, two of which must be in the senior year, for a minimum of 76 credits at Yeshiva University.

c. Grade requirement: A minimum cumulative average of 75 in all studies; a minimum grade of 75 in all courses used to meet the requirements in the student's major; a cumulative average of 75 for each minor, with no individual grade in that minor below 70.

d. Examination requirement: A comprehensive examination in the major and a qualifying examination in each minor.

e. Administrative requirements:

1. Approbation of the faculty.
2. Completion of all requirements within six years of the date of admission, excluding time lost because of serious illness or service with the armed forces.
3. Filing of an Application for Degree during the registration period of the semester in which the student completes all requirements.

Required Courses

The following courses are required of all students:

[1] No credits in the area of Hebrew language, literature, and culture taken at Erna Michael College used to meet this requirement may be counted toward any other bachelor's degree at Yeshiva University.

Bible 1, 2, 11, 12, 13, 14	18
English 1.1, 3-4	9
Health Education 1; 2	1
Hebrew 1, 2, 3, 4	14
History 1.2; 2.2	8
Jurisprudence (2 courses)	4-7
Natural Sciences	6
Biology, Chemistry, Mathematics or Physics	
Philosophy 1.1, 2.1	4
Speech 1	3
Social Sciences	6
Chosen from Economics 1,2; History 1; 2; 5; 6; Philosophy 1; 2 10; 11; Political Science 1.1; 2.1; Psychology 1;2; Sociology 1;2; 15; 36	
Talmud 1.1, 1.2 or 1.3,2 or 2.3, or 3.3, 4 or 4.3	12-13
Additional credits in liberal arts courses (outside the field of Hebrew language, literature, and culture) in the areas noted above and/or foreign languages	33

Program of Study

For the convenience of students the normal program of study for the first two years of the Bachelor of Science degree is given below:

FIRST YEAR

Fall Term		Spring Term	
Bible 1, 11	6	Bible 2, 12	6
English 1.1	3	Health Ed 2	½
Health Ed 1	½	Hebrew 2	4
Hebrew 1	4	Social Science	3
Social Science	3	Speech 1	3
Talmud 1.1, 1.2 or 1.3	3-4	Talmud 2 or 2.3	3

SECOND YEAR

Fall Term		Spring Term	
Bible 13	3	Bible 14	3
English 3	3	English 4	3
Hebrew 3	3	Hebrew 4	3
History 1.2	4	History 2.2	4
Natural Science	3	Natural Science	3
Social Science	3	Social Science	3
Talmud 3 or 3.3	3	Talmud 4 or 4.3	3

Diplomas

Hebraic Studies Diploma

The Hebraic Studies Diploma is awarded if the following requirements are completed:

a. Credit requirement: 96 credits (as defined on page 28), including courses in Hebrew language, literature, and culture required of all students, and a major or two minors. These credits may serve as transfer credits to Yeshiva College under the procedure outlined on page 36.

b. Residence requirement: Students must have attended an institution of higher education at least eight semesters. They must be in full-time residence at Erna Michael College at least four semesters, two of which must be in the senior year, for a minimum of 58 credits at Erna Michael College.

c. Grade requirement: A minimum cumulative average of 75 in all studies and a minimum grade of 75 in all courses used to meet the requirements in a student's major. Students presenting two minors must have a cumulative average of 75 in each minor, with no individual grade in that minor below 70.

d. Examination requirement: A comprehensive examination in the major or a qualifying examination in each minor.

e. Administrative requirements:

1. Approbation of the faculty.
2. Completion of all requirements within six years of the date of admission, excluding time lost because of serious illness or service with the armed forces.
3. Filing of an Application for Degree during the registration period of the semester in which the student completes all requirements.

Hebrew Teacher's Diploma

If a student presents 110 credits including, in addition to the courses for the Hebraic Studies Diploma, the courses in education and psychology listed below, he may be awarded a Hebrew Teacher's Diploma if the Hebraic Studies Diploma has not been previously awarded. Such students may use education as a minor in fulfilling the requirement listed in a. above. Holders of the Hebrew Teacher's Diploma will receive, on application to the National Board of License and/or regional licensing boards, a license to teach in schools under the jurisdiction of those boards.

Education 1, 2, 3, 4, 9
Psychology 1, 16

Preparatory Class

For students with inadequate background in secondary level Bible, Hebrew, and Talmud, Erna Michael College has a preparatory (*mekhinah*) class which offers the following program:

Bible 01;02;07;08
Hebrew 01;02
Talmud 01,02

Credit for these courses may be transferred to Yeshiva College. For application of credit toward an Erna Michael College degree, see individual course listings. Preparatory students are classified as Provisional students and may not avail themselves of the P/F grading option. They are expected to be ready to enroll in the regular program at the end of one year and, therefore, no student may remain in the preparatory class for more than one year.

Junior Year Abroad

See *Junior Year Abroad*, page 26.

The Bachelor of Arts program includes a third year of study in Israel, and qualified students are awarded full

scholarships covering fare, tuition, and room and board for that year.

Abraham Mazer Scholarship

Erna Michael College annually awards a scholarship at Hebrew University to an Erna Michael College graduate who desires to qualify on his return as a teacher of Hebrew and cognate studies on the secondary school or college level. Established by the late Abraham Mazer, the scholarship includes $1,000 for maintenance and $250 toward tuition.

Applicants must be top-ranking students at Erna Michael College, and must give satisfactory evidence of their intention to enter the field of Jewish education in the United States.

Application must be made by February 1 to the Dean of Erna Michael College, for award the following school year.

SCHOOL REGULATIONS

Regulations pertaining to Erna Michael College alone are given here; those uniformly applicable to all undergraduate schools are given in the section *University Regulations.*

Attendance

Classes in Erna Michael College meet Monday through Thursday mornings, generally between 9 a.m. and 1 p.m., although certain classes meet in the early afternoon.

Students are expected to attend all their scheduled class sessions and College exercises and to be present promptly at the beginning of the hour, unless prevented from doing so by illness or other compelling cause.

A record of each student's attendance in each class is kept, and each absence must be excused. Generally a student's attendance record is taken into account whenever there may be occasion to determine his status in the

University. A statement must be filed with the school office within 10 days of the student's return to school after being absent, if the student wishes the absence to be excused. Ordinarily only a physician's note will be accepted as an excuse for an absence because of illness.

Permission to register late in a course does not in itself excuse the student's absence from the classes already held. A student must file notes of excuse to cover the dates missed.

Unexcused absences without penalty are permitted up to twice the number of weekly course meetings. Beyond this total the penalty will be a grade reduction of one point for each of the first two unexcused absences, two points for each of the next two, and three points for each additional absence. Reductions for excess absences will not be made in grades of 90 or better. Lateness of 5-15 minutes counts as one half of an absence; of more than 15 minutes, as a full absence.

If a class meets for two periods a day, each absence counts as two.

Students on probation must account for each absence and are subject to penalties for even one unexcused absence.

The penalties described above will not be assessed against a student in the semester following the achievement of one of the following conditions: a) a composite Erna Michael College average of 90% for one semester; b) a composite Erna Michael College average of 85% for the previous two semesters. This ruling does not apply to Talmud courses or to Hebrew 01;02, 1, 2, 3. Where applicable the privilege will continue, on a semester by semester basis, as long as one of the above conditions is met.

Continued absences without excuse will result in the dropping of the student from the course with a grade of G. In addition, such students render themselves liable to being placed on probation at the end of the semester.

Flagrant cases of absence in several courses may necessitate withdrawal from the College.

If a student is absent or seriously incapacitated through illness for a considerable portion, but less than half, of a semester, his schedule will ordinarily be reduced.

If a student is absent from any course for any cause for more than a half a semester, the course will not be counted and the student will not be allowed to take any of the examinations. He will receive a W or G in the course (depending on whether the absences are excused or not).

Grades

The work of each student is graded on the following basis:

90%-up	= A =	Excellent
80-89%	= B =	Good
70-79%	= C =	Fair
60-69%	= D =	Poor (lowest passing grade)
Below 60%	= F =	Failed
	G =	Course dropped without permission (counted as failure)
	M =	Missing (no grade reported)
	P =	Passed (see below)
	T =	(followed by number below 90) = Tentative grade
	W =	Withdrew without penalty

Tentative grades are explained on page 25.

P/F System

Each semester, during the period listed in the academic calendar, a full-time student may designate one course to be marked on a P/F basis. Regulations governing usage and application of the P/F system may be found on Form T28.4, available in the Office of the Registrar.

Dean's List of Honor Students

Each year the College issues a list of excellent students whose averages are 85% or more. This list is known as the Dean's List of Honor Students.

Inclusion on the Dean's List of Honor Students becomes part of the student's permanent record.

Honors at Graduation

Honors at graduation, for all degrees and diplomas, are awarded as follows:

Cum laude: 85% average and the approbation of the faculty

Magna cum laude: 90% average and the approbation of the faculty

Summa cum laude: 92% average and the unanimous approbation of the faculty

Probation and Academic Dismissal

A student whose academic average for any semester falls below 70% is placed on probation. If his average falls below 70% two semesters in succession, or three semesters non-consecutively, he receives an academic dismissal. A student will also be dismissed if he fails all his courses in a semester. Students may also be placed on probation for any of the following causes: unsatisfactory attendance record, unsatisfactory conduct, admission with a condition. Students on probation are required to reduce their program in any other school (e.g., Yeshiva College) to 12% (or, with permission, 13½) credits—including credits transferred from Erna Michael College—as a condition for remaining in Erna Michael College. They may not engage in any extracurricular activity and may not hold any job for pay without written permission. They are also required to attend all classes and College exercises and are subject to penalties for every unexcused absence. Such students may also be declared ineligible for financial assistance.

Probation serves as a serious warning to the student and his parents or guardian that his record is unsatisfactory and that significant improvement is expected. If such improvement does not occur in the semester during which the student is on probation, he is dropped from the College.

Credits for Enrollment in Classes

In order to be enrolled in any class the student must have completed all required courses of the previous class, and at least the following percent of the credits required in the program in which he is registered:

Sophomore	21%
Junior	47%
Senior	73%

A student will not be graduated until he has completed all his requirements and all his indebtedness to the University has been discharged.

Transfer of Credit to Yeshiva College

For procedures applicable to the transfer of credit from Erna Michael College to Yeshiva College, see page 36.

Work Load

The number of credits for a full semester's work varies from program to program. Students enrolled in a bachelor's program at Yeshiva College, or any other institution of higher education, while attending Erna Michael College, are under no circumstances permitted to complete the requirements for two bachelor's degrees in a four-year period. They may, however, complete their requirements at Erna Michael College during a fifth year of study, and the University will waive tuition for those credits which are lacking for an Erna Michael degree.

A full-time student is defined as one enrolled for at least 16 hours per week in a 16-week semester.

Students who are employed may be required to limit their program.

ADMISSION

Admission regulations pertaining to Erna Michael College alone are given here; those uniformly applicable to all undergraduate schools are given on page 7.

To qualify for admission, a student must be graduated from a Jewish all-day high school or have completed the equivalent work. Candidates may also be considered for Early Admission.

Erna Michael College Entrance Examination

Erna Michael College Entrance Examinations are required and are used for admission and placement purposes. Usually given at the College in December and March, they test a student's proficiency in Bible, Hebrew, Jurisprudence, and Talmud. Early Decision applicants must request an early examination.

College Board

Students applying *only* to Erna Michael College are required to take the following tests given by the College Entrance Examination Board: [1]

1. Scholastic Aptitude Test.
2. Hebrew Achievement Test, given only in January.

DESCRIPTION OF COURSES

Before reading course descriptions, be sure to consult the information on the terminology of these descriptions on page 28.

Arabic

1,2 Elementary Arabic. (3-0-3). Introduction to the grammar and syntax of classical and modern literary Arabic.

Bible

Major: Bible 1; 2; 3; 4; 5, 11 through 14, 35, and an additional 10 credits in Bible; Hebrew 10; 18.1; comprehensive examination.

Minor: Bible 1; 2, 11 through 14, and an additional 12 credits; qualifying examination.

[1] Foreign students should see FOREIGN APPLICANTS, page 11.

Note: Bible 1 is a prerequisite or corequisite for Bible 2 and above.

01;02 Pentateuch I; II. (4-0-4). Cannot be credited toward B.A. or B.S. degree or Bible major/minor. Textual study of the Pentateuch stressing Biblical Hebrew and selected reading of commentaries.

07;08 Introduction to Early Prophets. (2-0-2). Credits earned for these courses may not be used for Bible major/minor but may be counted as equivalent of Bible 11. Textual study of the Early Prophets and commentaries.

1 Introduction to Biblical Exegesis. (4-0-4). Structure and format of Biblical text, history and analytical methods of classical exegetes, the 13 *middot*, translations of the Bible.

2 Biblical Narrative I. (3-0-3). Narrative portions of the Bible, particularly events described in Genesis.

(2.4 Hagiographs II.) (0-6-2). The Books of Esther, Ruth, Lamentations, I and II Chronicles.

3 Pentateuch III. (3-0-3). Man and society in the Bible; laws governing the society of man, as found in various portions of the Pentateuch, particularly Exodus 20-23, Leviticus 19, 20, 24, 25, and Deuteronomy 12-25.

4 Pentateuch IV. (2-0-2). Man and the Divine in the Bible; the laws of purity, sacrifice, the Sabbath, and Festivals.

(4.4 Books of the Second Commonwealth.) (0-6-2). The Books of Haggai, Zechariah, Malachi, Ezra, Nehemiah. No credit is given for both this course and Bible 25, 26.

5 Pentateuch V. (2-0-2). Poetry of the Pentateuch, including classical commentaries.

6;7 Ramban on Pentateuch. (2-0-2). Prerequisite: Bible 2, First semester; Genesis; second semester; Exodus. Intensive analysis of the commentary of the Ramban (Nachmanides); emphasis on method, terminology, and similarities to, and differences from, other exegetes; references to the Ramban's commentary on other Books.

(6.4 Solomonic Books.) (0-6-2). The Books of Solomon: Proverbs, Ecclesiastes, Song of Songs.

8;9;10 Advanced Biblical Exegesis. Bible 8 (2-0-2). Bible 9 (3-0-3). Bible 10 (3-0-3). Prerequisite: Bible 2 and junior status. Survey of the exegetes, analyzing historical background, style, and methodology; opportunity for independent manuscript study; first semester; exegetes of Northern French School of the 10th-14th centuries, with emphasis on historical background and methodology; second semester: exegetes of Spain, especially Abravanel, Ibn Ezra, Radak, Ramban; third semester (prerequisite or corequisite: Bible 8 or Bible 9): the modern period.

11 Early Prophets. (2-0-2). Survey of the Books of Joshua, Judges, Samuel, and Kings.

12 Minor Prophets. (3-0-3). Prerequisite: Bible 07;08 or 11. Survey of the Books of Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, and Zephaniah.

13 Later Prophets. (3-0-3). Prerequisite: Bible 12. Survey of the Books of Isaiah, Jeremiah, and Ezekiel.

14 Hagiographa I. (3-0-3). Prerequisite: Bible 12. Survey of the Hagiographa.

15 Book of Samuel. (2-0-2). Prerequisite: Bible 13. Intensive analysis of I and II Samuel.

16 Book of Kings. (2-0-2). Prerequisite: Bible 13. Intensive analysis of I and II Kings.

JAMES STRIAR SCHOOL OF GENERAL JEWISH STUDIES

James Striar School of General Jewish Studies provides comprehensive four-year programs in Hebrew language and literature and in the heritage, history, and philosophy of Judaism for men attending Yeshiva College who enter with little background in Jewish studies. Students progress from basic to more advanced materials in systematic stages. The School was established in 1956 as the Jewish Studies Program and renamed in 1965 to

honor the benefaction of the Striar family in memory of their father, James Striar.

The quality of the School's courses attracts many young men seeking self-improvement and enriched background. The program provides a good preparation for students wishing subsequently to pursue professional and scholarly careers in fields requiring a thorough liberal arts background with special emphasis on Hebrew and Jewish studies.

Students who complete the requirements listed below receive the Associate in Arts degree with a major in Hebrew language, literature, and culture.

The School's location at the Main Center affords stimulating association with several of the University's other undergraduate schools, as well as graduate schools and affiliates, and provides easy accessibility to the major resources of the institution.

CURRICULUM

Associate in Arts

Degree Requirements

a. 120 credits in Hebrew language, literature, and culture distributed as follows: [1]

Bible	24
Hebrew	12
Jewish History	4
Judaic Studies	12
Talmudic Literature	30
Additional Courses in the Above Areas	38

b. A cumulative average of 2.5 in the above work, and an average of at least 1.5 for each semester of attendance. These standards also apply to any work done elsewhere with special permission.

[1] Advanced standing of up to 32 credits for previous study may be granted by examination after admission. Unless special permission is received, all other required credits must be completed at James Striar School.

c. The following additional credits in the liberal arts and sciences: [2]

English	12
English 1.1, 3-4; Speech 1	
Social Sciences [3]	6
Chosen from Economics 1,2; History 1;2; Philosophy 1;10;11; Political Science 1.1,2.1; Psychology 1,2; Sociology 1,2	
Foreign Language	6
One year of French, German, Greek, Latin, Russian, or Spanish	
Natural Sciences	6
One year of Biology, Chemistry, Physics, or Mathematics	
Health Education	2
Chosen from Health Education 1 through 10	

d. Completion of at least six semesters in residence at James Striar School, taking at least 12 credits each semester. At least 24 of the last 35 credits must be taken at James Striar School.

e. Approbation of the faculty.

f. Completion of all requirements within six years of admission.

[2] Courses specified are given at Yeshiva College. With prior written permission, equivalent courses may be taken at any other accredited college. The procedure for securing such permission is given on page 26.

[3] Students who demonstrate good cause may be permitted to substitute a different social science for half of this requirement; applications for a substitution must be made in writing on Form M37, available in the Office of the Register, before the course is taken.

g. Filing of Application for Degree during the registration period of the semester in which the student completes all requirements.

Program of Study

For the convenience of students the normal program of study for the first two years of the Associate in Arts degree is given below:

First Year	Credits Each
Bible 011;012	4-6
Hebrew 011,012 *or* 013,014 *or* 015,016	4
Judais Studies 011,012	2
Judaic Studies 013,014 *or* Talmudic Literature 011, 012	2-4
Judaic Studies 017,018	2
Second Year	
Bible 021;022	4
Hebrew 021,022 *or* 023,024 *or* 025,026	2
Judaic Studies 021;022	2
Talmudic Literature 021-022 *or* 025;026	6
Talmudic Literature 023;024 *or* 027;028	2

Where alternate courses exist, placement is made on the basis of the student's level (see page 87).

SCHOOL REGULATIONS

Regulations pertaining to James Striar School alone are given here; those uniformly applicable to all undergraduate schools are given in the section *University Regulations.*

Attendance

Classes in James Striar School meet Monday through Thursday mornings. Each morning is divided into two sessions of two academic hours each. The first session is 9-10:40 a.m. and the second 11 a.m.-12:40 p.m.

Students are expected to attend all their scheduled class sessions and School exercises and to be present promptly

at the beginning of the hour, unless prevented from doing so by illness or other compelling cause.

A record of each student's attendance in each class is kept, and each absence must be excused. Generally a student's attendance record is taken into account whenever there may be occasion to determine his status in the University. A statement must be filed with the School office within 10 days of the student's return to School after being absent, if the student wishes the absence to be excused. Ordinarily only a physician's note will be accepted as an excuse for an absence because of illness.

Permission to register late in a course does not in itself excuse the student's absence from the classes already held. A student must file notes of excuse to cover the dates missed.

No penalties are imposed for unexcused absences that do not exceed twice the number of class meetings per week. (In courses that meet only once a week, a maximum of four unexcused absences will be allowed.) The first additional unexcused absence will incur a reduction of one grade in the course. Subsequent absences will result in a further reduction of one grade if they exceed the number of class meetings per week. There is no reduction from an A grade.

Lateness is reported, recorded, and properly noted by the administration, but there is no reduction in grade.

If a student is absent from any course for more than half a semester, the course will not be counted and the student will not be allowed to take any of the examinations. He will receive a W or G in the course (depending on whether the absences are excused or not).

Only full-time students are admitted and they must take 16 credits each semester. Only on the recommendation of a physician or for other compelling cause is a student permitted, with written approval of the Director, to take a lighter program of no less than 12 credits.

Examinations

A two-hour final examination and at least two one-hour tests are required in each course, each semester. A term paper may be substituted for one examination.

Grades

The work of each student is graded on the following basis:

A Excellent	G Course dropped by student (failure)
B Good	M Missing (no grade reported)
C Fair	P Passed (see below)
D Poor	T (followed by B, C. D, or F) Tenative grade
F Failed	W Withdrew without penalty

Withdrawal from courses requires the permission of the Director. Unless this permission is obtained in writing, the student receives a G, equivalent to failure, in those courses from which he has withdrawn. Except under unusual circumstances, withdrawal from a course is not allowed during the last month of sessions.

Tentative grades are explained on page 25.

Pass/Fail System

Students may select courses to be graded Pass or Fail, subject to the following conditions:

1. The student must be a Regular full-time student.
2. He must be above the freshman year and in good standing (not on academic or disciplinary probation).
3. Only one course each semester, not exceeding 2 credits, may be selected.
4. The course must be a James Striar School course, and not one transferred from any other school or program of the University.
5. The student must make his selection during the period listed in the academic calendar and is not allowed to change at a later date.

6. A grade reported by the instructor as A, B, C, or D is recorded as P, and does not count in the student's average; an F is recorded and counted in computing the average.

Academic Average

Each grade has a numerical value, as follows: A=4; B=3; C=2; D=1; F, G=0. When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points.

The student's average rating is computed by dividing the number of quality points earned by the total number of credits completed, including courses failed. The average is rounded to the third decimal place.

Grades achieved at other schools of Yeshiva University or at other institutions of learning are not averaged in with a student's record at James Striar School; only credit is granted on transfer.

Director's Honor List

Each year, full-time students who have achieved a scholastic average of distinction are included on the Director's Honor List, which classifies those listed as follows:

"With Honor": 3.400-3.599 average
"With High Honor": 3.600-3.799 average
"With Highest Honor": 3.800-above

Inclusion on the Director's Honor List becomes part of the student's permanent record.

Honors at Graduation

To receive honors at graduation, students must achieve the following cumulative averages: *cum laude*, 3.400; *magna cum laude*, 3.600; *summa cum laude*, 3.800. Higher averages may be required of students who have taken fewer than 94 credits at James Striar School.

Receipt of degrees with honors is not automatic; candidates must receive the approbation of both the faculty and the President. For *summa cum laude* candidates the approbation must be unanimous.

Credits for Enrollment in Classes

The minimum number of credits required for enrollment in each class is as follows:

Class	Credits
Upper Freshman	12
Lower Sophomore	27
Upper Sophomore	42
Lower Junior	57
Upper Junior	72
Lower Senior	88
Upper Senior	104
Graduation	120

No student, however, may be enrolled as a sophomore until he has removed all entrance conditions and completed all required freshman courses; and any student who is at any time carrying a sufficient number of credits to complete the total required for graduation is registered as an upper senior. A student will not be graduated until he has completed all his requirements and all his indebtedness to the University has been discharged.

Transfer of Credit to Yeshiva College

For procedures applicable to the transfer of credit from James Striar School to Yeshiva College, see page 36.

Probation

A student whose academic average for any semester falls below 1.5 is placed on probation. If his average falls below 1.5 for two semesters in succession, or three semesters nonconsecutively, he is subject to academic dismissal. Students who are on probation may not engage in any extracurricular activity and may not hold any job for pay without written permission. They are also required to attend all classes and School exercises and are subject

to penalties for every unexcused absence. Such students may also be declared ineligible for financial assistance.

Disciplinary Action

Grounds for dismissal for disciplinary reasons are given on page 27. A student charged with an offense of a moral or ethical nature is given a hearing before the Student-Faculty Committee, which may recommend dismissal of the charge, probation, voluntary withdrawal from the School, or dismissal for disciplinary reasons.

ADMISSION

Admission regulations pertaining to James Striar School alone are given here; those uniformly applicable to all undergraduate schools are given on page 7.

James Striar School requires every applicant to report for an interview with the Director of the School. This provides an opportunity to evaluate the applicant's background in Jewish studies and to discuss fully the nature of the School and its suitability for him. Where distance or other circumstances make it a serious hardship for the student to come to New York, special arrangements can be made.

First-year courses presuppose the student's ability to read vowelized Hebrew text and to write the Hebrew alphabet in cursive script. Students who do not meet these requirements on admission will be given assistance during the summer before they start classes to bring them up to the required level.

Attendance at Yeshiva College is required unless the student already holds a bachelor's degree.

STERN COLLEGE FOR WOMEN

Stern College for Women

Stern College is the University's college of arts and sciences for women. It was established in 1954 through a major gift by Max Stern, prominent community leader and vice chairman of the University's Board of Trustees, in memory of his parents, Emanuel and Caroline Stern.

The College is the only one of its kind, offering curriculums designed to prepare modern young women for careers, graduate study, and increasing responsibilities in the community. It embodies the unique concept that the values of Judaism have a meaningful relevance to the general culture of Western civilization.

In addition to the curriculums leading to the Bachelor of Arts degree, students participate in programs of Jewish studies providing intensive analysis of classic texts in the Hebrew and Aramaic originals. Designed to deepen ethical and philosophical insight and values, they also afford valuable supplementary training in research methods and independent work. Students may also receive the Jewish Studies Certificate and Hebrew Teacher's Diploma.

The original College building contains laboratories, Siegfried Stern Periodical Room, Louis Koch Auditorium, lounge, and offices. Adjacent to this structure, a new $4,500,000, 11-story building has been erected housing classrooms, language laboratory, Midtown Center Library, lecture halls, dining hall, and administration and faculty offices. The College's central location affords easy access to New York's great cultural features.

Mindful of its responsibilities as a liberal arts-oriented college in an urban center, Stern College has incorporated a broad set of educational programs, student services, and extracurricular activities to meet the special needs of the individual student. It is aware of the opposing pressures of a society driving toward greater specialization and technology, and of the student seeking order and purpose for herself and a totality of meaning

for her life. Students, faculty, and administration are in search of sophisticated solutions to these increasingly complicated problems.

CURRICULUMS

Bachelor of Arts

Majors

Each student must select one subject as a major. She must have the permission of the senior professor of the subject, and must also obtain this professor's approval of her planned course of study. Subjects in which the student may major are listed below, with the page number where the requirements for that subject are given:

Biology, p. 99
Chemistry, p. 100
Education, p. 101
English, p. 101
French, p. 103
Hebraic Studies, p. 92
History, p. 105
Jewish Studies, p. 92
Mathematics, p. 107
Philosophy, p. 109
Political Science, p. 110
Premedical-Predental Studies, p. 93
Psychology, p. 112
Sociology, p. 112
Shaped Major, p. 93

Interdepartmental Majors

Hebraic Studies

A Hebraic Studies major must complete 24 credits, excluding any used to meet general degree requirements, in one or two of the following areas: [1]

a. Hebrew courses 9 through 69
b. Hebrew courses 79 through 99
c. History courses 79 through 99

[1] At least 15 credits must be taken in the junior and senior years. With permission of the department, one or two courses in other areas may be counted toward major requirements.

Jewish Studies

A Jewish Studies major must complete 24 credits, excluding any used to meet general degree requirements, in one or two of the following areas:

a. Hebrew courses under 70
b. Hebrew courses 70 through 99
c. History courses 71 through 99
d. Philosophy courses 31 through 69
e. Philosphy courses 71 through 99

At least 12 of the credits used to meet the major requirements must be concentrated in one of the following areas: Hebrew 9 through 69, or 79 through 99; History 79 through 99; Philosophy 41 through 69, or 84 through 99 (Philosophy 6 may also be used to meet this requirement).

Premedical-Predental Studies

The following courses are required for the premedical-predental major: Biology 1-2; Chemistry 1.1-2.1 and 13-14; Mathematics 3-4; Physics 1-2.

Shaped Major

In addition to the majors listed above, it is possible for a student to arrange a major—either interdisciplinary or in one field—specifically designed to meet her needs and interests. Such a program must be approved and supervised by a faculty committee. Interested students should apply in writing to the Office of the Dean.

Pre-law Training

Students planning to enter law school after college may major in any subject. However, a social science is recommended.

Regardless of how much transfer credit is granted a student, at least 18 credits in the major must be taken at Stern College.

The approval of both the senior professor of the subject in which the student is majoring and the Office of the Dean are necessary for a waiver or substitution of one course for another in the requirements for graduation or for the major; this request must be made on Form R15 before taking the substitute course.

Only courses in which grades of C or better were earned may be used to meet the requirements in a student's major. (This applies only to courses in the subject itself, and not to correlate requirements.)

Degree Requirements

a. Credit requirement: 128 credits (1 credit represents one period of lecture or recitation, or two periods of laboratory work, per week for one semester, unless otherwise stated in the course listing. A semester consists of 15 weeks; a period, of 50 minutes).

b. Residence requirement: Students must be in residence at Stern College at least four semesters, taking at least 12 credits each semester, and must complete at least 58 credits at Stern College. At least 24 of the last 35 credits must be taken at Stern College.

   A superior student who is admitted to a professional school at the end of her junior year at Stern College will be eligible for a bachelor's degree from the College upon satisfactory completion of the first year of the professional school program, provided that she is admitted to the Professional Option plan. Full information is available in Form M65.

c. Grade requirement: An average of 2.0 or better in all studies and a grade of C or better in all courses in the major presented for the major requirement.

d. Administrative requirements:

   1. Approbation of the faculty.
   2. Completion of all requirements within six years of the date of admission, excluding time lost because of serious illness.

3. Filing of an Application for Degree during the registration period of the semester in which the student completes all requirements.

The following courses are required of all students:

Courses	Credits
Biology or Chemistry or Physics 1-2 or 1.1-2.1	8
English 1.1, 3-4	9
[1] Health Education, two credits chosen from 1,2,3,4,10	2
[2] History 1,2	6
Philosophy 1 or 5 or 11 or 12	3
Speech 1.1	3
Eight credits chosen from the following: Art 1 (or 1.1), Mathematics 1-2 (or 3-4), Music 1 (or 1.1), Political Science 1.1 (or 2.1), Psychology 1, Sociology 1 (or 9)	8
Hebrew language, literature, and culture (see below)	varies
Another foreign language (see below)	0-18

Foreign Language Requirement

Each student must complete a foreign language in addition to Hebrew through the level of course 4 or its equivalent. The courses to be taken are as follows:

Number of Years Taken in High School	Courses Normally Taken at Stern College	Because of Repetition, No Credit Will Be Given for Courses
0	01-02, 1-2, 3-4	—
1	02, 1-2, 3-4	—
2	1-2, 3-4	01-02
3	2, 3-4	01-02
4	3-4	01-02, 1-2

Students who have had 1-1½ years of a language in high school are normally qualified to begin with the 02 course, but if they prefer they may begin with 01. Students who have had 3-3½ years of a language in high school are

[1] Each student must complete a semester course in swimming or pass a swimming test.

[2] If American History is not offered for admission, History 41 or 42 or 43 or 44 is required in addition.

normally qualified to begin with the 2 course, but if they prefer may begin with 1; if they register for any lower course, they will receive no credit for it. Students who have had 4 years of a language in high school may (register for, but will receive no credit for, any course numbered below 3.

A student proficient in a foreign language in addition to Hebrew at a level equivalent to course 4 or higher has met the College's foreign language requirement.

Students who plan to do graduate work are advised to consult the catalogs of the graduate schools they are interested in before choosing their foreign language.

Hebrew Language, Literature, and Culture Requirement

1. The College offers courses in this area for those with little or no background, for those with some background, and for those with an extensive background. Before registration, each student takes a placement examination and is assigned to the appropriate level of study: elementary, intermediate, or higher. A student who has been placed on one level may register for, but will not receive credit for, courses on a lower level.
2. Each student must complete a total of 20 semester-courses in this area, and at least 2 in each of the following fields:
   a. Hebrew courses numbered under 70
   b. Hebrew courses numbered over 70
   c. History courses numbered over 70
   d. Philosophy courses numbered over 30
3. The requirement of 20 semester-courses averages to 5 a year. More may be taken if desired (subject to the limitations on page 97); and at least 1 must be taken every semester of attendance, even if the requirement of 20 courses has already been met.
4. A student in residence less than 4 years must complete courses in this area equal to the number of

years multiplied by five. All other requirements remain as above.

Jewish Studies Certificate and Hebrew Teacher's Diploma

Students who earn the Bachelor of Arts degree may also earn a Jewish Studies Certificate or Hebrew Teacher's Diploma if they have taken sufficient courses in Hebrew language, literature, and culture above the degree requirement. Full information is given on Form P2.3, available in the Office of the Registrar.

Typical Freshman-Year Program

	credits each
English and Speech	3
Health Education	½
Hebrew Language, Literature, and Culture (two or three courses)	5-9
Two or three of the following:	
Science	4
Language	3
History	3
Mathematics	3-4

For maximum credits permitted, see page 97.

SCHOOL REGULATIONS

Regulations pertaining to Stern College alone are given here; those uniformly applicable to all undergraduate schools are given in the section *University Regulations*.

Attendance

Classes in Stern College meet Monday through Friday.

Attendance at lectures is not compulsory for sophomores, juniors, and seniors who are not on probation, and for freshman Honors Admittees. However, an instructor may require that on a particular day a student submit a written assignment, deliver a recitation, perform certain laboratory tasks, and the like.

Students on probation and freshmen are bound by the following regulations:

Students are expected to attend all their scheduled class sessions and college exercises and to be present promptly at the beginning of the hour, unless prevented from doing so by illness or other compelling cause. In particular, students should avoid being absent immediately before or after a holiday or vacation; such absences are regarded as interfering with the collective interest of the College. Generally a student's attendance record is taken into account whenever there may be occasion to determine her status in the University.

A record of each student's attendance in each class is kept. A statement should be filed with the Office of Student Services within 10 days of the student's return to school after being absent, if the student wishes the absence to be excused. Ordinarily only a physician's note will be accepted as an excuse for an absence because of illness.

Permission to register late in a course does not in itself excuse the student's absence from the classes already held. The student must file notes of excuse to cover the dates missed.

Freshmen not on probation will be permitted unexcused absences equal to twice the credit value of the course (two absences in the case of 0-credit and ½-credit courses). Students on probation will be permitted unexcused absences equal to the credit value of the course (two absences in the case of 0-credit, ½-credit, and 1-credit courses). Excess unexcused absences may be penalized by reduction of credit for the course in proportion to the number of absences.

If a class meets for 1½ periods a day, each absence counts as one and one-half; if a class meets for 2 periods a day, each absence counts as two.

Continued absence without excuse will result in dropping the student from the course with a grade of G. In addition, such students will render themselves liable to being placed on probation. Flagrant cases of absence in several courses may necessitate withdrawal from the College.

If a student is absent from any course for any cause for more than half a semester, the course will not be counted toward a degree and the student will not be allowed to take any of the examinations. She will receive a W or G in the course (depending on whether the absences are excused or not).

Grades

The work of each student is graded on the following basis:

A Excellent

B Good

C Fair

D Poor (lowest passing grade)

F Failed

G Course dropped by student (equivalent to failure)

M Missing (no grade reported)

N No credit (see below)

P Passed (see below)

R Repeat (to continue course)

T (followed by B, C, D, or F)—Tentative grade

W Withdrew without penalty

Y Year course; June grade applies to both semesters

The symbols + and — suffixed to a grade indicate the upper and lower thirds, respectively, of the ranges covered by those grades; see at right.

The mark of R is given in remedial courses when it is advisable that the student continue in the class.

Withdrawal from courses requires written permission. Unless such permission is obtained, the student receives a G, equivalent to failure, in those courses from which she has withdrawn. Except under unusual circumstances, withdrawal from a course is not allowed during the last month of sessions.

Tentative grades are explained on page 25.

P or N System

Each student above the freshman year is permitted to select one course each semester to be grade P or N.[1] This is for the purpose of stimulating students to take course-work outside their area of specialization; therefore, the course so selected may not be one required for graduation or to fulfill the requirements of the major. Students must apply for such a course on Form T28.2, available in the Office of the Registrar. This form lists the regulations and limitations applicable to the choice of a course on the P or N system.

Academic Average

Each grade has a numerical value, as follows: A=4; A-=3 2/3; B+=3 1/3; B-=2 2/3; C+=2 1/3; C=2; C-=1 2/3; D+=1 1/3; D=1; D=2/3; F, G=0. When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points.

The student's average rating is computed by dividing the number of quality points earned by the total number of credits completed, including courses failed. The average is rounded to the third decimal place.

Grades achieved at other colleges and universities are not averaged in with a student's record at Stern College; only credit is granted on transfer.

Dean's Honor List

Each year, full-time students who have achieved a scholastic average of distinction are included on the Dean's Honor List, which classifies those listed as follows:

"With Honor": 3.400-3.599 average
"With High Honor": 3.600-3.799 average
"With Highest Honor": 3.800-above

Inclusion on the Dean's Honor List becomes part of the student's permanent record.

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[1] Freshman Honors Admittees may also exercise this option.

Honors at Graduation

To receive honors at graduation, students must achieve the following cumulative averages at Stern College: *cum laude*, 3.400; *magna cum laude*, 3.600; *summa cum laude*, 3.800. Higher averages may be required of students who have taken fewer than 94 credits at Stern College.

Receipt of degrees with honors is not automatic; candidates must receive the approbation of both the faculty and the President.

Probation and Academic Dismissal

A student whose academic average for any semester falls below 2.0 is placed on probation. If her average falls below 2.0 two semesters in succession, or three semesters non-consecutively, she may receive an academic dismissal. A student whose cumulative average at the end of any year is below 2.0 will not be permitted to reregister without specific approval of the Committee on Academic Standards, which may impose restrictions or conditions.

Students may also be placed on probation for any of the following causes: unsatisfactory attendance record, unsatisfactory conduct, admission with a condition. Students on probation may be limited to 12½ credits a semester or in work done for remuneration by the Committee on Academic Standards. Under no circumstances may they participate in any extracurricular activities. They are required to attend all classes and College exercises. Such students may also be declared ineligible for financial assistance.

Probation serves as a serious warning to the student and her parents or guardian that her record is unsatisfactory and that significant improvement is expected. If such improvement does not occur in the semester during which the student is on probation, she is dropped from the College.

Credits for Enrollment in Classes

The maximum number of credits required for enrollment in each class is as follows:

Class	Credits
Upper Freshman	12
Lower Sophomore	28
Upper Sophomore	45
Lower Junior	61
Upper Junior	78
Lower Senior	94
Upper Senior	111
Graduation	128

No student, however, may be enrolled as a sophomore until she has removed all entrance conditions; any student who is at any time carrying a sufficient number of credits to complete the total required for graduation is registered as an upper senior. A student will not be graduated until she has completed all her requirements and all her indebtedness to the University has been discharged.

Independent Study

Superior Students may request permission to do work outside of regular courses, under the following conditions:

A. The student must be a senior or, with special permission, a junior.

B. Her academic average generally and in her major must be at least 3.4.

C. She must present evidence that regular courses are not available or do not suffice for her needs.

D. She must have completed at least 18 credits in the subject before doing honors work.

E. The student must have a faculty sponsor under whose supervision she will work. This sponsor must be the senior professor of the subject or, in special cases, with the approval of the senior professor, another member of the staff.

The required procedure is as follows:

1. At least two months before the end of the term previous to that during which the student plans to do her work, she must submit her request to the Office of the Registrar on Form P20. This form provides space for a description of the project and for the recommendations of the faculty sponsor, Office of the Registrar, and chairman of the department. The faculty sponsor also lists the examinations and papers to be required of the student.
2. The Dean considers every application and must give his approval.
3. Independent Study is listed on the student's record as "(Subject) 63."

Work Load

The normal number of B.A. credits for a full semester's work is 15½ to 18½. A full-time student is defined as one who is enrolled for at least 12 credits during a 16-week semester, or 3 credits during a 4-week session.

The normal maximum course load each semester is 18½ credits; students above the freshman year with a 2.5 average may take up to 21½ credits, with permission of the Dean.[1]

In rare instances, students with superior records (an average of 3.5 or over) may be permitted to register for 24 credits a semester, with permission of the Dean, provided that the credits above 18½ are in the field of Hebrew language, literature, and culture.

Students who are employed may be required to limit their programs.

Credit and Exemption by Examination

See page 10 for information on methods of gaining credit or exemption from coursework by means of examinations.

[1] Freshmen entering as Honors Admittees may take up to 21½ credits.

ADMISSION

Admission regulations pertaining to Stern College alone are given here; those uniformly applicable to all undergraduate schools are given on page 7.

The 16 units required for admission must include the following 11:

English	4
Additional Language (two years of one language, classical or modern)	2
Social Studies (American History[1] and one additional year of European or World History)	2
Mathematics (college preparatory[2])	2
Science (General Science, Biology, Chemistry, or Physics)	1

The remainder of the required 16 units may be chosen from any college preparatory subjects, with no more than 1½ units to be presented in commercial or minor subjects.

Entrance/Placement Examination

Applicants for Stern College take an entrance/placement examination in Jewish studies. Those otherwise accept-

[1] History 41 or 42 or 43 or 44 must be taken if American History is not offered for admission. With special permission, students who lack American History will be permitted to make up their entrance condition by taking the College Entrance Examination Board test in American History and scoring 500 or above. Any student who takes this test after having taken 61 credits of college work (at Yeshiva University or elsewhere) must score at least 550.

[2] College preparatory mathematics should include topics selected from algebra and geometry (demonstrative and analytic). The point of view should be in harmony with contemporary mathematical thought, and emphasis should be placed upon basic concepts and upon the principles of deductive reasoning regardless of the branch of mathematics from which the topic is chosen. Courses designed for other purposes (e.g., consumer mathematics, business mathematics, shop mathematics) are not acceptable.

able whose background in this area is weak will be given assistance before they start classes to bring them up to the desired level.

Honors Admittees

Following admission to Stern College, a subcommittee reviews the qualifications of all prospective students. Those presenting a superior academic record, on the basis of high school achievement and College Entrance Examination Board scores, are recommended for designation as Honors Admittees by the Dean.

This group is assigned status and privileges usually accorded only to upperclassmen on the Dean's Honor List and has additional academic options.

DESCRIPTION OF COURSES

Before reading course descriptions, be sure to consult the information on the terminology of these descriptions on page 28.

Art

1 Apreciation of Art. (1-0-1). Attitudes toward subject matter and pictorial projection of emotions, with reference to French impressionism and American social realism; expressionism, fauvism, cubism, surrealism, and nonobjective arts; contemporary architectural design.

1.1;2.1 History of Art. (2-0-2). First semester: Western are from the prehistoric period through the gothic period; second semester: Early Renaissance art through the 19th century.

TEACHERS INSTITUTE FOR WOMEN

Teachers Institute for Women

Teachers Institute for Women, established in 1952, is the nation's largest center for the preparation of women teachers of Hebrew language, literature, and culture. The

Institute trains qualified professional personnel for positions of educational and communal leadership. The quality of its substantive courses attracts many young women seeking self-improvement and enriched background.

The curriculum leads to the Bachelor of Science in Education degree. Students may also qualify for a Hebrew teacher's diploma.

Classes meet at convenient hours on weekday mornings, afternoons, and evenings and Sunday mornings and afternoons.

Teachers Institute is located at the Midtown Center, 245 Lexington Avenue, Manhattan. A new $4,500,000, 11-story building has been erected—adjacent to an existing structure—providing classrooms, library, lecture halls, dining hall, and administration and faculty offices. The school's central location affords easy access to New York's great cultural features.

Teachers Institute is accredited by the National Board of License and is a member of the American Association of Hebrew Teachers Colleges.

CURRICULUM

Bachelor of Science in Education

Degree Requirements

a. 106 credits in Hebrew language, literature, and culture, distributed among the departments of Bible, Education, Hebrew, History, and Judaic Studies as directed by the student's adviser. (Education 37, 38, and 45 must be included.)[1]

The normal course of study by year is:

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[1] Courses of the preparatory year (those numbered 01-09) cannot be counted toward requirements for the B.S. in Ed. degree or teacher's diploma.

Freshman

Bible: 15; 16 and two courses chosen from 11-14
Hebrew: 15, 16
Judaic Studies: 11, 12
Electives: one or two each semester

Sophomore

Bible: four courses chosen from 20-24 and two courses from 27-30
Hebrew: 25, 26
History: 21;22
Judaic Studies: two courses chosen from 23-28

Junior

Bible: two courses chosen from 37-39 and two courses from 33-36 (Hebrew 25 or 36 may be substituted for one)
Education: 31, 32, 37, 38
Hebrew: 37;38
History: 31;32
Judaic Studies: 37, 38
Electives: one or two each semester

Senior

Bible: two courses chosen from 45-48 and two from 43, 44, 49
Education: 41, 42, 45
Hebrew: 43, 44;47;48
History: 41;42
Judaic Studies: two courses chosen from 41-43
Electives: one or two each semester

b. At least 62 credits of the above requirements must have been taken in residence at the Institute or in an approved program at another institution of higher education, and must not be credits granted on the basis of examinations.

c. Completion of at least the senior year (30 credits) in residence at Teachers Institute for Women.

d. Achievement of a cumulative average of 70%.

e. Passing the following comprehensive examinations: Bible, Hebrew Language, Hebrew Literature, Jewish History. The passing mark on each examination is 60%. If any examination is taken in two parts, 60% must be achieved on each part. An average of 70% on all comprehensives is required.[1]

f. Completion of the following additional credits in the liberal arts and sciences:

1. English .....12 credits

   English 1.1, 3-4; Speech 1.1.

2. Social sciences .....12 credits

   Chosen from Economics 1; History 1, 2;5;6; Philosophy 1; Political Science 1.1;2.1; Sociology 1,2. Students who did not have one year of American History in secondary school must take History 5;6.

3. Natural sciences .....6 credits

   Chosen from Biology 1-2; Chemistry 1-2 or 1.1-2.1; Mathematics 1-2 or 3-4; Physics 1-2.

4. Minor subject .....6-12 credits

   Either 6 credits in a foreign language (other than Hebrew and Yiddish) on the intermediate or higher level, *or* 12 credits in an academic subject which can be taught on the secondary school level. If a minor is presented in a subject also used to fulfill requirements 1, 2, or 3, the number of credits presented must be 6 over and above those presented under those requirements.

5. Educational backgrounds .....4 credits

   Art 1 *and* either Psychology 1 or a course in tests and measurements or sociology of education.

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[1] A student who fails four comprehensive examinations will receive an academic dismissal. A $10 fee is charged for retaking a comprehensive examination because of failure.

6. Health education .....2 credits

   Chosen from Health Education 1, 2, 3, 4, 10.

7. Electives .....10-16 credits

   Additional courses in any of the above areas to bring the total, including requirements listed under a, to 164 credits.

g. If the credits in paragraph f were used for another degree, at least one year must elapse between the award of the two degrees, during which time the student must complete not less than 24 credits at Yeshiva University.

h. Approbation of the faculty.

i. Completion of all requirements within eight years of admission, excluding time lost because of serious illness or similar emergency.

Students who complete only requirements a-e- may receive a Hebrew teacher's diploma. They must complete these requirements within six years of admission, excluding time lost because of serious illness or similar emergency, and must receive the approbation of the faculty.

Graduate Work

Graduates of the Institute who hold a bachelor's degree and desire to pursue graduate study in Jewish learning at Yeshiva University may continue their work at three graduate schools: Ferkauf Graduate School of Humanities and Social Sciences offers graduate programs in Jewish education; Bernard Revel Graduate School and Harry Fischel School for Higher Jewish Studies offer programs leading to advanced degrees in Hebrew literature, Jewish studies, and Semitics.

Israel Study Seminar

Outstanding students who have completed at least 12 credits with distinction are eligible to apply for a half-

year or a full-year scholarship for study in Israel, offered in conjunction with the Jewish Agency, and will receive appropriate credit toward the Institute's program.

The scholarship provides for free room and board and tuition while in Israel.

Brookdale Scholarship Program

The Brookdale Foundation provides funds for scholarships and for the development of a new Internship Program in Leisure Time Education. Under the program, students at the Institute would receive training and orientation for the Jewish cultural enrichment of the Jewish aged. These prospective teachers will spend part of their student teaching time at institutions which deal with the Jewish aged, and receive guidance from experts in the field.

SCHOOL REGULATIONS

Regulations pertaining to Teachers Institute for Women alone are given here; those uniformly applicable to all undergraduate schools are given in the section *University Regulations.*

Attendance

Students are expected to attend all scheduled class sessions and exercises and to be present promptly at the beginning of the hour unless prevented by illness or other compelling cause. A record of each student's attendance in each class is kept. For an absence to be excused, the student must file a statement with the Director immediately upon her return to school.

If a student's unexcused absences in a course exceed per semester twice the number of periods per week of the course, she may be dropped from the course and denied permission to take the final examination in that course. Two latenesses count as one absence. Unexcused absences in several courses may necessitate withdrawal from the Institute.

If a student changes a course during the time permitted to change the program, the sessions that she missed in the new course are considered absences.

Grades

The academic coursework of each student is graded on the following basis:

90-100%	Excellent
80-89%	Good
70-79%	Fair
60-69%	Poor (lowest passing grade)
Below 60%	Failing

T (followed by a grade not higher than 89) Tentative grade

Tenative grades are explained on page 25.

Honors

Honors at graduation are awarded as follows:

Cum laude	90.0-91.9%	and approbation of the faculty
Magna cum laude	92.0-93.3%	
Summa cum laude	94.0% and over	

Probation and Academic Dismissal

A student whose academic average for any semester falls below 70% is placed on probation. If her average falls below 70% two semesters in succession, or three semesters non-consecutively, she receives an academic dismissal.

Students may also be placed on probation for any of the following causes; unsatisfactory attendance record, unsatisfactory conduct, admission with a condition. Students on probation may be declared ineligible for a full program of studies or for financial assistance.

Probation serves as a serious warning to the student and her parents or guardian that her record is unsatisfactory and that significant improvement is expected. If such improvement does not occur in the semester during which the student is on probation, she is dropped from the Institute.

Credits for Enrollment in Classes

The number of credits which a student is required to have in the field of Hebrew language, literature, and culture before she can be officially enrolled in each class is as follows:

Class	Credits
Upper Freshman	10
Lower Sophomore	20
Upper Sophomore	32
Lower Junior	44
Upper Junior	58
Lower Senior	72
Upper Senior	86
Graduation	106

A student will not be graduated until she has completed all her requirements and all her indebtedness to the University has been discharged.

Student Teaching

Satisfactory completion of a minimum of 150 hours of supervised student teaching in an approved school, taken in the form of Education 45, is a requirement for the degree.

Those who wish to student teach must, before registering for the course, apply for and receive the approval of the Committee on Student Teaching. Since early arrangements must be made for placing prospective candidates in cooperating schools, such students should apply not later than one month before the end of the semester prior to that in which they wish to be assigned. A special form, available in the Institute office, must be filed by the student. The Committee will reach its decision on the basis of the student's performance in previous courses, particularly education courses, and evaluation of the student's personality and psychological fitness. Any student may be withdrawn from the student teaching program at any time at the discretion of the Committee.

Students must be prepared to meet the heavy time demands of student teaching, and must arrange their pro-

grams and activities so that they remain in the student teaching situation until the close of the term of the cooperating school, if necessary.

While every effort will be made to place the student in the student teaching situation which will best give the needed training, it must be understood that cooperating schools have the right to accept or reject, according to their own standards, those suggested by the Teachers Institute for student teaching.

Student teachers are responsible for being familiar with all the regulations which apply to their programs. In particular it is the candidate's duty to take the initiative in making early application and in maintaining contact with the faculty member assigned.

In addition to observation and practice teaching, student teachers are required to assist the teacher in whose class they observe.

ADMISSION

Admission regulations pertaining to Teachers Institute alone are given here; those uniformly applicable to all undergraduate schools are given on page 7.

An entrance examination and interview are required and can be arranged with the Office of the Director after the applicant has filed her application in the Office of Admissions.

The examination covers spoken and written Hebrew, Hebrew literature (Biblical and modern), and Jewish history and culture. Advanced placement may be granted on the basis of these tests.[1]

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[1] For students who do not meet the usual entrance reuirements, a limited number of preparatory courses (numbered 01-09) are offered to bring them up to the required level. Such students are classified as Provisional (see page 11).

AWARDS & HONORS

Awards and Honors

The following Commencement Awards are granted annually to students selected by the faculty:

YESHIVA COLLEGE

Professor Meyer Atlas Memorial Award for excellence in biology

Bitzaron Award for excellence in Hebrew

Jacob and Ethel Blackman Award (given by Dr. Samuel Blackman) to the graduating student with the highest average in chemistry

Professor Daniel Block Memorial Award for excellence in mathematics

Mushe Cohen Memorial Award for excellence in Bible

Professor Kenneth Damon Memorial Award for excellence in debating

George and Bertha Fisch Award for excellence in French

Ephraim and Sarah Fleisher Memorial Award for excellence in Jewish studies

Professor Bernard Floch Memorial Award for excellence in classical languages

Pofessor Jekuthiel Ginsburg Memorial Award for excellence in mathematics

Mendel and Sarah Gottesman Memorial Award for scholarship, ethics, and character

Joseph Gunner Memorial Award for excellence in mathematics

Benjamin H. Hammer Memorial Award for excellence in political science

Histadruth Ivrith Award for excellence in Hebrew language and literature

Chaplain Joseph I. Hoenig Memorial Award for excellence in psychology

Benjamin and Bertha Lebzelter Memorial Award for excellence in Bible

Samuel and Emily Granet Lemler Award for excellence in pre-medical studies

Professor Eli M. Levine Award for excellence in chemistry

Professor Arnold N. and Bertha Lowan Memorial Awards (2) for excellence in physics

Professor Aaron Margalith Memorial Award for excellence in political sciences

Mutual Benevolent Society of 1865 Inc. Award for excellence in biology

Ya'akov Yehuda Nirenstein Award for excellence in Hebrew

Gertrude Nissenbaum Memorial Award (given by Mr. and Mrs. Benjamin Nissenbaum in memory of their daughter) for excellence in mathematics

Emile Offenbacher Memorial Award for excellence in physical education

Paul Orentlicher Memorial Award (given by the Yeshiva College Alumni Association) for excellence in philosophy

Jerome Robbins Memorial Award (given by the Class of 1943) for the best original short story

Edward A. Rothman Memorial Award (established by Herny, Bertha, and Edward Rothman Foundation) for the best essay on the theme of Issues in Orthodox Judaism in Practice

Irving R. Shull Memorial Award (given by Brith Sholom) for achievement in human relations

Rabbi Murray Tobias Memorial Award (given by the Rabbinic Alumni) for character

Louis Werfel Memorial Award (given by the Yeshiva College Alumni Association) to the highest ranking junior

David and Rebecca Wolstein Memorial Award (established by Dr. Benjamin Wolstein) for excellence in psychology

Women's Branch of the Union of Orthodox Jewish Congregation of American Award for excellence in Jewish studies

Yeshiva University Women's Organization Award for excellence in English

Yeshiva University Women's Organization Award for ethics and character

National Council of Young Israel Award for excellence in history

Monis and Chaya Zuckerman Memorial Award for the best research paper in Jewish history

EMPLOYER'S EXHIBIT No. 22-B

YESHIVA UNIVERSITY

BELFER

GRADUATE

SCHOOL OF

SCIENCE

CATALOG 1974-76

WASHINGTON HEIGHTS • NEW YORK, N.Y. 10033

Yeshiva University

Yeshiva University is a private institution under Jewish auspices chartered by the State of New York; it is accredited by the Middle States Association of Colleges and Secondary Schools and by specialized professional agencies and is a member of the College Entrance Examination Board. The undergraduate colleges and graduate schools of natural science, social sciences, and humanities offer programs leading to bachelor's, master's, and doctoral degrees.

In addition to its extensive teaching programs, the University conducts a network of affiliates, a widespread program of research, community service agencies, and a museum, and publishes several scholarly journals.

Yeshiva University traces its origins to Yeshiva Eitz Chaim, founded in 1886 on New York's Lower East Side. Ten years later the Rabbi Isaac Elchanan Theological Seminary was founded there, and in 1915 the two schools merged under the name of the latter.

Under the dynamic leadership of Dr. Bernard Revel, who served as president from 1915 until his death in 1940, the institution embarked on a plan of educational development and growth. In 1929 the institution moved to its present Main Center in Manhattan's Washington Heights. Liberal arts programs began with the establishment of Yeshiva College in 1928, and the first graduate curriculum—in Semitics—was introduced in 1935.

The election of Dr. Samuel Belkin as president in 1943 inaugurated a new era of expansion. University status was granted two years later by the New York State Board of Regents. The institution initiated programs of professional education, research, and special projects to advance the well-being of many constituencies. In 1954 a college of liberal arts and sciences for women was founded and, in more recent years, graduate schools of science, medicine, social work, and humanities and social sciences.

The University's five undergraduate schools and seven graduate schools are located in Manhattan (Main Center, Washington Heights; Midtown Center, 245 Lexington Avenue; Graduate Center, 55 Fifth Avenue) and the Bronx (Eastchester Road and Morris Park Avenue). The Main, Midtown, and Bronx Centers have dormitory and dining facilities. Each school is so conducted as to assure friendly, informal, and educationally sound relationships between students and faculty. All units thus retain the character and virtues of small institutions.

The Mendel Gottesman Library at the Main Center is a $5,000,000, six-story, block-long central university library with a capacity of 500,000 volumes. It includes the University Archives, and Rare Book and Manuscript Room. In addition there are specialized libraries at all the centers.

Its present programs and plans for the future reflect Yeshiva University's ever-growing concern with America's most pressing needs. For more than eight decades the University has taken a position of leadership in higher education, serving the community and the nation as a whole.

Belfer Graduate School of Science

Belfer Graduate School of Science offers programs in chemistry, mathematics, and physics for careers in research, teaching, and industry. Courses of study lead to the Master of Science, Master of Arts, and Doctor of Philosophy degrees. An outgrowth of the Institute of Mathematics, it was established as the Graduate School of Mathematical Sciences in 1958 and named the Graduate School of Science two years later, reflecting the broadened scope of the School's present and anticipated programs. In 1962 it was renamed in recognition of the generosity of Arthur B. Belfer.

Major courses of study are provided in chemistry, mathematics, and physics. Facilities are available for experimental research in physics and chemistry.

The School's Department of Mathematics and Science Education offers, with the cooperation of Ferkauf Graduate School of Humanities and Social Sciences, programs of study for the training of secondary school and college teachers of mathematics and physics.

Belfer Graduate School serves its students, the scientific community, and industry through various conferences and symposia.

Dedicated to scholarship and research, the School promotes and supports creative research by advanced students and faculty. To achieve these objectives, it places emphasis in its programs on the application of subject matter to new and current research problems. The faculty is composed of scientists who are both outstanding teachers and distinguished scholars. A low student-faculty ratio assures an informal and stimulating academic atmosphere, conducive to professional growth and free scientific inquiry.

The Maxwell R. Maybaum Institute of Material Sciences and Quantum Electronics, opened at the Belfer Graduate School in 1972, is being developed as a center for frontier research in lasers, optics, electronics, and the development of new materials with applications in physics, chemistry, and the life sciences.

Students may utilize the resources of the Belfer Graduate School of Science Library, including 23,000 volumes on mathematics, physics, and chemistry.

Belfer Graduate School is housed in the Science Center (2495 Amsterdam Avenue)—a $20,000,000 complex of 20 stories opened in November 1970, with classrooms, office-seminar rooms, laboratories, library, lecture halls, computer center, plasma research center, and other major facilities for teaching and research in physics, mathematics, chemistry, and related fields, as well as a commons area, faculty dining hall, and lounge.

Admission: Policies and Procedures

Under the admission policy of the University there is no discrimination in regard to sex, religion, age, race, color, or national origin.

INQUIRIES

All communications and supporting documents pertaining to admission should be sent to the Office of Admissions, Yeshiva University, 500 West 185th Street, New York, N.Y. 10033.

CATEGORIES OF STUDENTS

Regular Students

Students admitted with permission to work toward degrees are classified as Regular. A Regular student admitted with a condition must make up his condition within the time limit set by the Office of Admissions to maintain this status.

Provisional Students

Applicants who meet the quantitative requirements for entrance but not the qualitative requirements may be admitted as Provisional students. If they achieve an acceptable average, they may be reclassified as Regular. However, they are bound by any changes in degree requirements made prior to their attainment of Regular status.

Transient Students

Students who wish to enroll for courses to meet their particular needs without entering a degree program are classified as Transient. Included are the following: 1) graduate students or upper seniors in good standing at other colleges or universities who enroll for courses which they will transfer to their home schools; 2) teachers who wish to take courses for state certification or increment credit; 3) qualified individuals who wish to study subjects in which they are interested. Normally students in this category may enroll for not more than a total of 9 credits. Transient students in the Department of Mathematics and Science Education should consult page 30.

Visiting Students

Students enrolled with Regular or Provisional status in another school of Yeshiva University may register for a limited number of courses at Belfer Graduate School as Visiting students, with the permission of their home school and the Dean of Belfer Graduate School.

Unclassified Students

Applicants whose records are not complete or have not yet been evaluated by the time of registration, but who seem to be qualified on the basis of the records available, may be allowed to register for courses as Unclassified students pending the filing or evaluation of their credentials. This status may be continued for a period not exceeding one semester. Such students enroll at their own risk and may be dropped at any time if their complete records are not acceptable or are not available. They are bound by any changes in degree requirements made prior to their attainment of Regular status.

Special Students

Applicants who give evidence of fitness by reason of maturity and previous training and demonstrate ability to maintain standards of progress, but do not qualify for admission under the categories listed above, may be admitted as Special students. No credit is allowed for work completed under this classification

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There is no category of "auditor." A student admitted under one of the above categories may be permitted to audit a class with the written permission of the instructor, the department chairman, and the Dean. Such a student does not participate in classwork and is not given examinations; he receives no grade and no record of his auditing is kept, so that no transcript can be issued nor any kind of credit or recognition given.

All students, regardless of their status, must meet all standards and comply with all regulations and requirements.

ADMISSION CRITERIA

A. Applicants for programs in chemistry, mathematics, and physics leading to Master of Arts and Doctor of Philosophy degrees are required to present:

1. A bachelor's degree from an accredited college or university, and satisfactory personal qualifications and standards of scholarship.
2. Undergraduate preparation:
   a) Applicants for admission to the Chemistry Department are *strongly advised* to complete one-year college courses in organic chemistry, physical chemistry, physics, and calculus.
   b) Applicants for admission to the Mathematics Department are *advised* to complete at least one year of college mathematics beyond calculus.
   c) Applicants for admission to the Physics Department *must* complete two years of college physics and two years of college mathematics.

B. Applicants for programs in Mathematics and Science Education leading to the Doctor of Philosophy degree are required to present a master's degree with a major in mathematics or physics from an accredited college or university,[1] and satisfactory personal qualifications and standards of scholarship.

C. Applicants for programs leading to the Master of Science degree are required to present a bachelor's degree from an accredited college or university, and satisfactory personal qualifications and standards of scholarship.

[1] This requirement cannot be satisfied with the M.S. degree from the Department of Mathematics and Science Education.

ADMISSION PROCEDURE

1. Application forms, available from the Office of Admissions, should be filed with that office one month—at the very latest—before the beginning of the semester.
2. Applications are considered for the Fall and Spring Semesters as follows:

   Department of Chemistry—Applicants are normally admitted in the Fall Semester. Only transfer students or students otherwise having advanced standing may be admitted in the Spring Semester—with departmental permission.

   Department of Mathematics—Applicants are normally admitted in the Fall Semester. Spring applicants are considered only under unusual circumstances. Prior consultation with the department is recommended.

   Department of Mathematics and Science Education—Applicants are admitted in the Fall and Spring Semesters.

   Department of Physics—Applicants are normally admitted in the Fall Semester. Spring applicants are considered and do not require special permission, although it is advisable to check with the department before applying.
3. Applicants seeking admission to a degree program should:
   a) File a completed application and submit the required $10 application fee.
   b) Arrange to have two official transcripts of all undergraduate and graduate work forwarded to the Office of Admissions.
   c) Submit three letters of recommendation by persons familiar with the applicant's academic work.
   d) Have an interview with a member of the faculty —if required by the department.

4. Applicants interested in applying for awards at Belfer Graduate School should file applications for awards before February 15 for the year beginning the following September (see pages 13-15).

5. Applicants seeking admission as Transient or Special students should submit an application, with the required $10 application fee, and a statement giving their reasons for seeking admission (see *Categories of Students*, page 10).

   a) Students in good standing at another university or college are required to present a letter from that school stating that they are fully matriculated there, and that they have permission from that school to take courses at Belfer Graduate School. The department or the Committee on Admissions may in addition require transcripts of graduate and undergraduate work.

   b) Individuals who wish to study subjects in which they are interested must submit transcripts certifying receipt of a bachelor's degree. The department or the Committee on Admissions may in addition require transcripts of graduate and undergraduate work.

   c) Applicants may be admitted as Special students if they can present evidence of fitness as listed on page 11.

Notice: All credentials submitted to Belfer Graduate School become the property of Yeshiva University.

Student Finances

TUITION AND FEES

Application for Admission	$ 10.00
University Registration Fee, each registration	
0-6 credits	15.00
7 credits and over	25.00
Tuition	
Full-time students	750.00 per semester
	1,500.00 per year
Part-time students	
0-6 credits	75.00 per credit
7 credits and over	750.00 per semester
Laboratory Fees	
(for all chemistry laboratory courses)	25.00 per semester
Late Registration Fee	5.00
Change of Program Fee	5.00
Maintenance of Registration	
Per semester	20.00
Per year	35.00

Maintenance of Status

Part-time students who have completed all coursework and are preparing for examinations or are working on their dissertation will be charged $90.00 for tuition and registration fee for each semester that they maintain their status. Doctoral students writing their dissertations but not taking other coursework who wish to be considered full-time students must register for DR 705 and will be charged $750 and a $25 registration fee per semester.

Graduation Fee	25.00
Doctoral Degree Fee	100.00
Transcripts of Record, each	
regular service	2.00
rush service	5.00

University regulations require the payment in full of all tuition and fees in order to complete registration. Make checks or money orders payable to Yeshiva University. All payments must be made directly to the Office of Student Finances; no one else is authorized by the University to accept payments. All outstanding accounts for previ-

ous academic work in any division of the University must be cleared before registration for additional credits can be approved. Students will therefore not be permitted to register until all outstanding balances have been paid.

FINANCIAL AID

For further information on any program listed below, contact the agency indicated or the Office of Student Finances.

Joseph and Sadie Danciger Scholarship and Fellowship Fund

Trustees of the Sadie Danciger Estate of Kansas City, Mo., have established a fund of $250,000 to provide scholarship and fellowship aid to deserving students in the various graduate schools of Yeshiva University.

University Scholarships and Fellowships

The University offers scholarships to a limited number of students. A limited number of fellowships, traineeships, and teaching or research assistantships also are available to qualified students. Further information and application forms are included with admission application forms.

Stern College Scholarship

A tuition scholarship covering one year of graduate study is offered annually by Belfer Graduate School to a graduate of Stern College for Women who has done excellent work in mathematics. The School reserves the right to withhold this award if there is no suitable applicant.

New York State Regents College Teaching Fellowships

This program is limited to legal residents of New York State. The State awards each year 250 Regents College Teaching Fellowships for beginning graduate study and 100 Regents College Teaching Fellowships for advanced graduate study to persons planning to teach at a college or university in the State at the conclusion of their doc-

toral programs. These awards are $500-$2,500 a year, depending on the financial ability of the recipient. For information and applications write to the Regents Examination and Scholarship Center, State Education Department, 99 Washington Avenue, Albany, N.Y. 12210. Candidates must apply by December 1 for the following academic year.

National Direct Student Loan Program

The National Direct Student Loan Program was authorized by the National Defense Education Act of 1958 Title II, and amended by the Higher Education Act of 1965. The principal aim of this law is "to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States." It provides for the establishment of loan funds from which needy undergraduate and graduate students may borrow on reasonable terms for the purpose of completing their higher education.

Federal Guaranteed Loan Program

The education of persons from middle- or upper-income groups frequently places a financial burden on their families, particularly if there a number of children planning to go to institutions of higher education. In many cases the student cannot qualify for student employment or a student loan. Even when commercial credit sources are available, repayment generally runs concurrently with the years the student attends school.

To help these people and their families, a Guaranteed Loan Program was authorized by the Higher Education Act of 1965. Under this program a student may borrow from a bank or other financial institution as much as $1,500 a year.

A student from a family with an adjusted income of less than $15,000 a year pays no interest while he is attending an eligible institution of higher education. Repayment of principal and interest begins when the student has ceased his course of study. At that time the federal

government pays approximately one-half the interest and the student the remainder. A student from a family with an adjusted income higher than $15,000 a year pays the entire interest on the loan but he may borrow under the Guaranteed Loan Program at 7% simple interest.

The major objective of this program is to make loan insurance available to any student who wants to borrow. Students interested in federal guaranteed loans should contact their state education department.

NEW YORK STATE HIGHER EDUCATION ASSISTANCE CORPORATION

The Higher Education Assistance Corporation was established by New York State to assist qualified students to meet financial need during their years of undergraduate or graduate study. The program makes possible low cost commercial bank loans with very liberal repayment terms similar to those of the National Direct Student Loan Program. New York State residents attending the School are eligible for these loans. For applications and further information write to the New York Higher Education Assistance Corporation, 50 Wolf Road, Albany, N.Y. 12205.

NEW JERSEY HIGHER EDUCATION ASSISTANCE AUTHORITY

A loan program somewhat similar to that of New York State is available to residents of the State of New Jersey. For information and applications, residents of New Jersey should contact the Scholarship and Loan Program, State of New Jersey, Department of Education, 175 West State Street, Trenton, N.J. 08625.

Students interested in state-guaranteed loans in other states should contact their state education department.

New York State Scholar Incentive Award Program

New York State residents attending the School on a *full-time* basis are eligible for Scholar Incentive Awards if

they maintain satisfactory academic standing. A full-time student is defined as a student who is registered for a minimum of 12 credits per semester or their equivalent. The stipend varies, depending on family income and tuition, from $100 to $300 per semester. However, the award cannot exceed the amount by which tuition for the semester (not including fees) exceeds $100. Holders of Regent Scholarships or Fellowships may also receive a Scholar Incentive Award, but it cannot be more than the amount by which tuition for the semester exceeds the scholarship or fellowship.

Applications should be filed with the State before July 1 for each academic year but will be accepted up to December 1. Applications for only the Spring Semester have an April 1 deadline. *Annual* application is required. For further information and application contact the Regents Examination and Scholarship Center, State Education Department, 99 Washington Avenue, Albany, N.Y. 12210.

Regulations

Student Programs

All programs must be planned with, and receive the approval of, the student's adviser.

Grades

The work of each student is graded on the following basis:

- A Excellent
- B Good
- C Fair (lowest grade creditable toward a graduate degree)
- D Passed (not creditable toward a graduate degree)
- F Failed
- G Dropped by student without permission (counted as failure)
- Inc Incomplete
- M Missing (no grade reported)

P Passed (equivalent to at least a C). All courses taken in a doctoral program after the semester in which the student has completed 24 credits at the School are graded on a Pass-Fail basis

S Satisfactory progress in doctoral research; credit granted only when dissertation is accepted

V (Visitor) Registered for the course, no qualitative grade assigned; not creditable toward a degree

W Withdrew without penalty

Y Year course; June grade applies to both semesters (changed to F if the student does not register for the second semester)

Inc grades require approval of the Dean on Form T29.5, available in the Office of the Register.

Students must apply for the grade of V on Form T30 available in the Office of the Register. The deadline for filing for a V grade is the same as the deadline for entering a new course. The V grade is granted only to students who have attended four-fifths of the sessions.

The dates by which students may withdraw without penalty and remove Inc grades are listed in the Academic Calendar. The date listed as the last day to remove an Inc is the day by which the final grade must be recorded by the Office of the Registrar. Students should therefore arrange for examinations, submit reports, papers, etc., sufficiently in advance to permit the instructor to read and evaluate the material and submit the grade by this date.

Students graded Inc who do not complete the required work and have a final grade submitted by the date listed in the Academic Calendar will have the Inc changed to an F, unless permission for an extension is requested by the student on Form T4.3 and is granted by the instructor and approved by the department chairman, Registrar, and Dean.

Enrollment

Students may not enter a course after it has met for one-fifth of the scheduled sessions.

Withdrawal

The last day to withdraw from a course without academic penalty (although the change of program fee will be charged) is listed in the Academic Calendar. After that date, permission of the Dean is required. Except under unusual circumstances withdrawal from a course will not be permitted after the course has met one-third of the scheduled sessions. Students wishing to withdraw from a course or from the School must file a written request with the Office of the Registrar. Students who withdraw by the specified date are eligible for a refund of 75% of the course tuition paid; registration and other fees are, however, not refundable. Students who withdraw after the specified date are not eligible for a refund.

To receive a refund, the student must submit a written request to the Office of Student Finances. The official date of withdrawal is the day the Office of the Registrar grants permission to withdraw. Students who withdraw without receiving written permission from this office are not eligible for a refund and will receive a G grade, equivalent to failure, in those courses from which they have withdrawn.

Credits

Credits are listed in terms of semester hours. Three credits are given for courses meeting for thirty 50-minute periods, and 4½ credits for courses meeting for forty-five 50-minute periods, of lecture and recitation, or the equivalent.

Academic Load

A full-time student is, in general, enrolled for not less than the equivalent of 12 credits per semester, nor more than the equivalent of 15 credits per semester, in course-

work, research, or related activity. Full-time students are normally not permitted to do any outside work.

Academic Average

Each grade has a numerical value, as follows: A=4; B=3; C=2; D=1; F,G=0 (P, V not counted). When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points.

The student's average rating is computed by dividing the number of quality points earned by the total number of credits completed, including courses failed and courses not credited toward a degree. The average is rounded to the third decimal place.

A student who is not classified as full-time or who attends another school is ordinarily limited to the equivalent of 6 credits per semester; with the permission of the Dean, he may take the equivalent of 9 credits per semester. However, the classification of a student as full-time or part-time is made by the Dean in consultation with the student's adviser.

A student who has completed all credits required for the doctoral degree and is working full-time on a dissertation and wishes to be classified as a full-time student, should register for DR 705 Doctoral Dissertation Writing. All provisions and regulations applicable to full-time students would then apply to these students.

Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholarship performance. All students are normally expected to maintain a 3.0 average to continue as a student in the School, and to receive a degree.

Probation

A student whose average falls below 3.0 any semester may be put on probation for the following semester. If

his average is again below 3.0 at the end of that semester, he may be dropped from the School.

Leaves of Absence

Students who are unable to return to the School because of government service, illness, personal or certain academic reasons, or who wish to study at other institutions, must request a formal leave of absence on Form M13 if they expect to return at some future time. Students who discontinue their studies without such written approval may be denied readmission.

Three types of leaves are available:

1. *Leave with maintenance of registration*—for students who have not completed their coursework.
2. *Leave with maintenance of status*—for students who have completed their coursework and are preparing for examinations or writing dissertations. Such students cannot be considered full-time.
3. *Government service leave of absence*—for students entering full-time service in the armed forces or in ACTION (Peace Corps and VISTA). No charge is made for such a leave during the period of actual service.

Sympathetic consideration will be given to a request by a student returning from an official leave who wishes to continue his course of study under the requirements in force at the time he was granted the leave.

Except for the purpose of government service, leaves of absence with maintenance of registration will normally be granted for a maximum of two semesters.

Students must file for leaves of absence by the end of the late registration period of the semester for which the leave is desired. A student who neither registers nor secures an official leave of absence for any semester will be considered as having withdrawn from the School.

Such a student who wishes to resume his studies will be required to apply for readmission.

The schedule of fees appears on page 13.

Records and Transcripts

A transcript is not issued for a student without his written request, except to another school or to a government agency. In these cases, transcripts are issued upon the request of the school or agency. A transcript is not sent to an employer or prospective employer without the student's permission.

Records of students are sent only in the form of a transcript. No partial records are sent, or ones listing only courses without grades.

A transcript will not be issued for a student who has an overdue debt to the University or has failed to return all books to the Libraries.

A student who wishes to change either his first or last name on School records must file Form M25 in the Office of the Registrar.

Students who believe that there is an error in their academic record (e.g., in a grade, average, credit value, or course description) must promptly call this to the attention of the Office of the Registrar. Even if there has been a mistake on the part of the University, no request for a correction will be entertained unless the student notifies the Office of the Registrar within three months.

Time Limitations

A student must complete the requirements for the master's or doctoral degree within the time limit set by his department. Under normal circumstances the maximum time limit is 5 years for the master's degree and 10 years for the doctorate.

Transfer of Credit

1. Credit for work completed at another institution of higher learning is not automatically granted; both the Office of the Dean and Office of the Registrar must approve its appropriateness to the degree sought at Belfer Graduate School of Science.
2. Credit may be transferred *only* in courses in which the student has received a grade of B or above.
3. All official actions concerning transfer of credit are taken by the Registrar after all records are checked and subsequent to written approval by the Office of the Dean.
4. Students who have taken courses at other graduate institutions and wish to apply for transfer of credit must do so on Form T19.5 during their first semester in attendance. Regulations and procedures are listed on Form T21.5, available from the Office of the Registrar.
5. All evaluations of work done elsewhere are tentative and subject to re-evaluation on the basis of the student's work at Yeshiva University. Transfer credits may be revoked, either in whole or in part, if subsequent work, either generally or in a particular subject, is not satisfactory.
6. Students already in attendance may take courses at other institutions or at other schools of the University only after they have received the approval of the Registrar and the Dean. Requests for such permission are to be made on Form P9, available from the Office of the Registrar. Such credits are also counted as transfer credits and subject to the above regulations. Courses at Ferkauf Graduate School taken as part of the regular degree program in the Department of Mathematics and Science Education are not considered as transfer credits. Students must pay the Belfer School fees for such courses (see page 13).

Graduation

Commencement exercises are held each June at the close of the academic year. Diplomas are issued thereafter. However, degrees may be awarded at the close of the summer, fall, and spring terms. A student applies for a degree by filing a Graduation Kit during the registration period of the term during which he expects to complete all requirements for the degree. Final dates for filing are listed in the Academic Calendar.

Should the degree not be awarded during that term, a Graduation Kit must be refiled *every term* until the degree is awarded. Graduation fees paid initially remain valid for an additional three consecutive terms and need not be paid again unless more than two years elapse between payment and award of degree.

Undergraduate Students of Yeshiva University

Qualified undergraduates are permitted to take graduate courses at Belfer Graduate School for undergraduate credit.

An undergraduate student who wishes to register for a graduate course must first secure written permission on Form P3.1, available in the Office of the Registrar.

Under exceptional circumstances undergraduates may take graduate courses for graduate credit. Students interested in doing so should first consult Form P3.4, available in the Office of the Registrar.

Information on joint Bachelor's-Master's Programs open to undergraduates will also be found in Form P3.4.

Student Responsibility

It is the responsibility of each student to ensure that he has observed all regulations, paid all fees, and met all course requirements, including prerequisites whenever such are required. The degree candidate should note that completion of the specified number of credits does not in itself satisfy degree requirements: he is responsible for meeting departmental regulations, examination requirements, course prerequisites, etc.

Student Information

False or misleading statements on admission, registration, scholarship application, or other School blanks, forms, or records dealing with outside employment, attendance at other institutions, financial status, departmental or degree requirements, or any other items of student information requested by the School may result in disciplinary dismissal.

Dismissal for Disciplinary Reasons

Graduate study requires excellence of character as much as excellence of intellect. A graduate student is expected to show seriousness of intellectual dedication, respect for the views and convictions of others, concern for the impact of advanced knowledge upon society at large, regard for his instructor, fellow students, and the School as a whole and, above all, adherence to the highest ethical and moral standards in his personal and professional life.

The admission of a student, his continuance on the rolls of the School, the receipt by him of academic credits, his graduation, and the conferring of any degree, diploma, or certificate upon him are entirely subject to the disciplinary powers of the School and to the student's maintaining the highest ethical and moral standards in his personal as well as in his academic life. The School is free to dismiss him at any time for infringement of these standards.

Injuries

All injuries and accidents to students while engaged in classroom work will be reported by the faculty member in charge of the course. Students are required to report immediately to the Office of Security and Safety any other injury suffered on University premises.

Use of the University's Name

No student or student organization may use the name of the University or of Belfer Graduate School in print for any purpose, including identification, without written permission from the Office of the Dean.

Programs, Degree Requirements and Description of Courses

A. Degree programs are formulated by students in consultation with an adviser and must receive departmental approval. Each student must consult with his adviser every semester before registration, and secure detailed regulations concerning departmental rules and policies.

B. To be admitted to Ph.D. candidacy, students must complete 60 credits beyond the bachelor's degree, pass the comprehensive and language examinations, and secure the permission of the department.

C. A recommendation for any degree may be reversed at any time prior to the actual conferring of the degree.

D. 1. Unless otherwise specified, classes are held at Belfer Graduate School of Science, 2495 Amsterdam Avenue, New York, N.Y. 10033.

2. Unless otherwise specified, courses are of one-year duration. For example, MA 115.1, 115.2 indicates that MA 115.1 is given in the Fall Semester and MA 115.2 in the Spring Semester. Unless written permission for a change is received, courses must be taken in the order listed for credit to be received.

3. Certain courses in which the subject matter varies from year to year may be taken more than once for credit, with the written approval of the adviser.

4. Not every course listed is offered every semester. Information as to which courses are being given, instructors, hours, and room assignments is available at the time of registration.

5. All courses are 3 credits per semester unless otherwise indicated.

6. Information concerning inservice courses at the School, including those sponsored by the National Science Foundation and others, may be obtained from the Director of Inservice Programs, Belfer Graduate School.

7. Courses are arranged in alphanumerical order, i.e., first by a two-letter code designating the department and then in numerical order.

Doctoral Research

DR 705 Doctoral Dissertation Writing. No credit. Prerequisite: completion of all credits for the doctorate, and permission of the adviser. Doctoral candidates writing their dissertations but not taking other coursework who wish to be considered full-time students must register for this course. Such students must be devoting at least 36 hours a week to their research and writing under frequent and direct faculty supervision, and must not be gainfully employed for more than 15 hours a week.

Chemistry

Dr. Martin Pomerantz, Chairman

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

Credit Requirement

30 credits.

Residence Requirement

A minimum of 24 of the 30 credits must be taken at the School.

Course Requirement

After a review of each student's background and record, the department will specify the required courses he must take to meet degree requirements.

The remainder of the 30 credits may be taken, with the approval of the student's adviser, in courses in the Department of Chemistry, Physics, and Mathematics.

All students are expected to participate in departmental seminars and colloquiums.

Examination Requirement

At the discretion of the department the student may be required to take an oral or written examination.

Thesis

No thesis is required, but with the approval of his adviser a student may conduct research and write a thesis. A maximum of 6 credits will be allowed for such research, in the form of CH 200.1, 200.2.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE

Credit Requirement

72 credits, of which:

a) a maximum of 30 credits may be for CH 450 Chemistry Research.

b) a maximum of 6 credits may be in seminar courses (CH 500.1, 500.2 Pre-Research Seminar is required of all first-year students).

The department may prescribe additional credit requirements on the basis of the individual student's needs.

Residence Requirement

A minimum of 36 credits, including at least 9 in courses other than CH 450, must be taken at the School. Credits taken at other institutions are transferable, subject both to the requirements and regulations of Yeshiva University and to the discretion of the department.

Course Requirement

After a review of each student's background and record, the department will specify the required courses he must take to meet degree requirements. The remainder of the

72 credits may be taken, with the approval of the student's adviser, in courses in the Departments of Chemistry, Physics, and Mathematics.

All students are expected to participate in departmental seminars and colloquiums.

Examination Requirement

a) The student takes a qualifying placement examination covering undergraduate chemistry (and related physics and mathematics) at the time of his first registration. Satisfactory performance in this examination qualifies the student for graduate work. A student who does not perform satisfactorily in this examination is required, at the discretion of the department, to repeat all or part of it to qualify. Failure to pass this examination by the end of the second semester results in dismissal from the Ph.D. program. The qualifying placement examination for a student transferring with graduate credit may be waived in part or in full at the discretion of the department.

b) The student must demonstrate by examination the ability to understand the literature of chemistry in either German or Russian. French is also acceptable for students specializing in Physical Chemistry.

c) The student is required to pass cumulative examinations designed to measure such familiarity with active fields of chemistry research as can be obtained by reading the current literature and attending colloquiums and seminars. Cumulative examinations are given in each major field of specialization (Organic Chemistry, Physical Chemistry, etc.) at the rate of three a semester. The student normally starts taking these examinations at the beginning of his second year of residence and continues to take them until he has passed six, including at least three in his own field of specialization. It is recommended that once the student starts taking these examinations, he should continue to take them at a rate of three a semester. Exceptions to cumulative examination requirements

may be made at the discretion of the department. A student may be permitted to take one comprehensive examination, testing his proficiency and breadth of understanding in his areas of specialization, instead of the cumulative examinations.

Admission to Doctoral Research

The student will be admitted to CH 450 Chemistry Research only after:

a) qualification (see examination requirement).

b) completion of the language examination requirement.

c) completion of 30 credits, including a major portion of his required courses.

d) favorable review of the student's entire record by the department.

A student transferring with graduate credit may, with the approval of the department, be admitted to CH 450 on a probationary basis. Such a student must, in order to continue in CH 450, satisfy all the above requirements before beginning his second year of residence.

Continued Qualification

The department reserves the right to engage in continued evaluation of the student's qualification for the Ph.D. program, based on coursework, performance in cumulative examinations, performance in research, and any other criteria it deems relevant.

Candidacy

To be admitted to Ph.D. candidacy, the student must complete 42 credits in courses other than CH 450 and complete the examination requirement.

Dissertation Requirement

The student must prepare and defend a satisfactory dissertation based on original research.

Part-Time and Transient Students

Part-time students who wish to matriculate toward a degree will not be accepted unless they intend to switch to full-time status in the near future.

Transient students not enrolled full-time in another institution will normally be allowed to take only one chemistry course during a semester, and will normally be allowed to take courses for only two semesters (not necessarily consecutive). Transient students enrolled full-time in another institution will be allowed to take more than 6 credits at the School only upon official request of the student's institution, and more than 9 credits only with the approval of the Dean.

Mathematics

Dr. Lewis A. Coburn, Chairman

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

Credit Requirement

30 credits.

Residence Requirement

A minimum of 24 of the 30 credits must be taken at the School.

Examination Requirement

The student is required to obtain a grade of at least B on a written comprehensive examination covering Real Analysis, Functions of a Complex Variable, and Modern Algebra. He is required to take this examination after accumulating 24 credits. (In order to continue in the Ph.D. program, the student must receive a grade of A in this examination. This examination may not be taken more than twice.)

No thesis is required.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE

Credit Requirement

90 credits apportioned between coursework and research as follows:

a) *Coursework*: A minimum of 60 credits.

b) *Research*: A maximum of 30 credits of MA 400 Research. Students completing less than 30 credits in research must take the remainder in coursework, so that the total number of credits taken is 90. The apportionment of the credits in research may vary at the discretion of the student's adviser.

Residence Requirement

A minimum of 24 of the 60 credits in coursework (plus all research credits, or courses taken in lieu of research credits) must be taken at the School.

Examination Requirement

a) The student must pass the Master's written comprehensive examination with a grade of A.

b) The student must pass an oral comprehensive examination. He will be examined in Functions of a Real Variable, Functions of a Complex Variable, Modern Algebra, and two subjects of his choice. In addition to other fields, a student may choose advanced topics from the subjects that are required. This examination must be taken in the semester after which the student has accumulated 48 credits.

c) The student is required to pass an examination in the reading, with use of a dictionary, of scientific literature in two of the languages French, German, Italian, Russian, with one of the languages required to be German or Russian.

Dissertation Requirement

The student must prepare and defend a satisfactory dissertation based on original research.

Mathematics and Science Education

Dr. Miriam S. Grosof, Chairman

Note: Courses in this department have been renumbered. Please check Appendix (page 45) to be sure that you are not repeating a course.

The Department of Mathematics and Science Education offers a program of study in which mastery of subject matter and effective principles of teaching and learning receive equal stress. Three distinct and independent programs are offered through this department:

Master of Science with a major in Mathematics Teaching
Doctor of Philosophy with a major in Mathematics Teaching
Doctor of Philosophy with a major in Physics Teaching

The doctoral programs are not considered to be a continuation of the master's program.

Secondary school teachers (and prospective teachers) who wish to improve their professional and subject-matter preparation are encouraged to undertake coursework on a Transient basis. However, the department feels that the sequence of courses leading to the M.S. degree in Mathematics Teaching—together with the advisory procedures of the department—constitutes a unique opportunity for students to prepare systematically for greater effectiveness and more responsibility.

A student who enters the department as a Transient and then decides to apply for admission as a Regular student in the program leading to the M.S. degree must do so before he has completed 15 credits or has attended for four semesters, whichever is sooner. Otherwise he may

be denied credit toward the degree for coursework taken prior to admission as a Regular student.

REQUIREMENTS FOR MASTER OF SCIENCE DEGREE WITH A MAJOR IN MATHEMATICS TEACHING

This program is designed to prepare secondary school teachers of mathematics and stresses both mathematical content and professional training.

Credit Requirement

33 credits. Courses in which a grade of D, V, or P was earned cannot be applied toward the credit requirement.

Residence Requirement

A minimum of 24 of the 33 credits must be taken at the School.

Course Requirement

A. 21 credits in mathematics, including the following or their equivalent:

a) MS 300.1, 300.2 Sets and Structures

b) MS 310 Linear Algebra

c) MS 330.1, 330.2 Fundamental Concepts of Analysis

d) At least one of the following:

MS 350 Foundations of Euclidean Geometry
MS 355 Introduction to Non-Euclidean Geometry

With permission of the adviser, appropriate science courses may be accepted for credit toward this requirement.

In addition, a student who has not completed the equivalent of the following courses on the undergraduate level must take them at Belfer Graduate School before he can receive the degree:

MS 110.1, 110.2 Analytic Geometry and Calculus I
MS 110.3, 110.4 Analytic Geometry and Calculus II

B. 12 credits in professional education courses, including the following or their equivalent:

a) MS 121 Trends in Teaching Secondary Mathematics

b) 6 additional credits taken at Ferkauf Graduate School of Humanities and Social Sciences, in the psychological foundations of secondary education selected in consultation with the adviser.

c) 3 credits, chosen in consultation with the adviser, in an area appropriate to the interests and previous training of the student.

C. A student who has not previously taken a suitable practice teaching course at the graduate or undergraduate level must take MS 120 Practice Teaching of Secondary School Mathematics OR present satisfactory evidence of having completed one year of paid full-time teaching of secondary-level mathematics in a state-approved school.

A student who has taken such professional education courses at the undergraduate or graduate level may, with permission of his adviser, substitute up to 6 credits of graduate mathematics courses, or of other suitably chosen professional courses. In fulfilling the requirements for the master's degree the student will normally have satisfied the requirements for permanent certification in mathematics in New York State.

A student's program is arranged in conference with the adviser on the basis of his individual deficiencies and interests, and is subject to the adviser's approval. Courses taken without the adviser's advance approval of their suitability may not be credited toward the degree.

Examination Requirement

Comprehensive examinations in mathematics and mathematics education. Each examination may be taken only twice.

No thesis is required.

REQUIREMENTS FOR DOCTOR OF PHILOSOPHY DEGREE WITH A MAJOR IN MATHEMATICS TEACHING

This program is designed to prepare college teachers of mathematics. It is directed toward the training of mathematicians interested primarily in college teaching rather than in research.

The student is encouraged to select courses which will give breadth of coverage instead of narrow specialization, in the hope that he will be better prepared for undergraduate teaching. Each student's program and choice of electives are determined in consultation with his adviser.

Credit Requirement

90 credits apportioned between coursework and research as follows:

a) *Coursework:* A minimum of 72 credits.

b) *Research:* A maximum of 18 credits of MS 400 Research. Students completing less than 18 credits of MS 400 must take the remainder in coursework so that the total number of credits taken is 90. At the discretion of the adviser, the student may be given less than 18 credits for research and then be required to take more than 72 credits of coursework.

Residence Requirement

A minimum of 36 of the 72 credits in coursework (plus all research credits, or courses taken in lieu of research

credits) must be taken at the School. The 36 credits must include 6 credits of MS 399.1, 399.2 Literature Seminar.

Course Requirement

a) 54 credits from the courses offered by the Department of Mathematics, or their equivalent, excluding credit for MS 400.

b) 6 credits—MS 399.1, 399.2 Literature Seminar

c) 3 credits—MS 390 Methods and Problems of Teaching College Mathematics

d) 9 credits in electives

Examination Requirement

a) A student entering the program with a master's degree from another school is required to pass a master's level examination in mathematics by the time he has completed 15 credits at Belfer Graduate School. A student entering with a master's degree in mathematics from Belfer Graduate School is not required to take this examination.

b) The student must pass an examination demonstrating his ability to understand the literature of mathematics in two of the following languages: French, German, Italian, Russian.

c) The student must pass a doctoral comprehensive examination in mathematics before beginning research for the dissertation. He will be examined in Functions of a Real Variable, Functions of a Complex Variable, Modern Algebra, and a fourth subject to be chosen by him. In addition to other fields a student may choose advanced topics from the subjects that are required.

Teaching Experience Requirement

One year of satisfactory teaching of mathematics at an accredited college.

Dissertation Requirement

The student must submit an expository and analytical study of some significant phase of mathematical thought or development.

REQUIREMENTS FOR DOCTOR OF PHILOSOPHY DEGREE WITH A MAJOR IN PHYSICS TEACHING

This program is designed to prepare college teachers of physics. It is directed toward the training of physicists interested primarily in college teaching rather than in research.

The student is encouraged to select courses which will give breadth of coverage instead of narrow specialization, in the hope that he will be better prepared for undergraduate teaching. Each student's program and choice of electives are determined in consultation with his adviser.

Credits Requirement

90 credits apportioned between coursework and research as follows:

a) *Coursework:* A minimum of 72 credits.

b) *Research:* A maximum of 18 credits of MS 400 Research. Students completing less than 18 credits of MS 400 must take the remainder in coursework so that the total number of credits taken is 90. At the discretion of the adviser, the student may be given less than 18 credits for research and then be required to take more than 72 credits of coursework.

Residence Requirement

A minimum of 36 of the 72 credits in coursework (plus all research credits, or courses taken in lieu of research credits) must be taken at the School. The 36 credits must include 6 credits of MS 399.1,399.2 Literature Seminar.

Course Requirement

a) 54 credits from the courses offered by the Department of Physics, or their equivalent, excluding credit for MS 400.

b) 6 credits—MS 399.1,399.2 Literature Seminar

c) 3 credits—MS 392 Methods and Problems of Teaching College Physics

d) 9 credits in electives

Examination Requirement

a) A student entering the program with a master's degree from another school is required to pass a master's level examination in physics by the time he has completed 15 credits at Belfer Graduate School. A student entering with a master's degree in physics from Belfer Graduate School is not required to take this examination.

b) The student must pass an examination demonstrating his ability to understand the literature of physics in two of the following languages: French, German, Italian, Russian.

c) The student must pass a doctoral comprehensive examination in physics before beginning research for the dissertation.

Teaching Experience Requirement

One year of satisfactory teaching of physics at an accredited college.

Dissertation Requirement

The student must submit an expository and analytical study of some significant phase of the development of physics.

PHYSICS

Dr. Joel L. Lebowitz, Chairman

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

Two sequences of courses are offered: the traditional curriculum, which provides the foundation for research in physics; and a curriculum in systems physics. Consisting of courses numbered PH 150-199, the systems physics curriculum is designed for students with a modest background in undergraduate physics who desire a basic professional knowledge of physical measurement techniques, mathematical modeling, and solution generating procedures, for use in a career area other than physics. Students in one curriculum are permitted to take courses from the other sequence as well.

Credit Requirement

30 credits.

Residence Requirement

A minimum of 24 of the 30 credits must be taken at the School.

Examination or Case Study Requirement

The student is required either to pass a written problem-solving examination or to present a satisfactory case study.

It is strongly recommended that students pursuing the traditional sequence of courses take the written examination, which covers traditional first-year graduate level material.

A student who takes courses primarily in the systems physics curriculum is required to present a case study of a practical system that includes the formulation of a mathematical model of the system and a quantitative investigation of the model.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE

Credit Requirement

90 credits apportioned betwen coursework and research as follows:

a) *Coursework:* A minimum of 60 credits.

b) *Research:* A maximum of 30 credits of PH 400 Research. Students completing less than 30 credits in research must take the remainder in coursework, so that the total number of credits taken is 90. The apportionment of the credits in research may vary at the discretion of the student's adviser.

Residence Requirement

A minimum of 24 of the 60 credits in coursework (plus all research credits, or courses taken in lieu of research credits) must be taken at the School.

Examination Requirement

a) The student must demonstrate a comprehensive knowledge of physics and the ability to do independent research. An evaluation of the student's knowledge and ability will be made by the entire physics faculty and will be based on coursework, any original research accomplishment, and written and oral examinations. The student is allowed to take the written examination a maximum of three times during the equivalent of his first two years of full-time graduate study. The written examination may be waived by the faculty upon formal application if a student presents original research of exceptional quality.

b) The student must demonstrate by examination the ability to understand the literature of physics in one of the following languages: Chinese, French, German, Italian, Japanese, Russian.

Dissertation Requirement

The student must prepare and defend a satisfactory dissertation based on original research.

EMPLOYER'S EXHIBIT No. 22

Programs in

EDUCATION

GUIDANCE

PSYCHOLOGY

SOCIAL SCIENCES

YESHIVA UNIVERSITY

FERKAUF

GRADUATE SCHOOL

OF HUMANITIES

AND SOCIAL SCIENCES

CATALOG 1972-74

55 FIFTH AVENUE • NEW YORK, N.Y. 10003

Ferkauf Graduate School of Humanities and Social Sciences

Administration

Joseph B. Gittler, Ph.D.	Dean
Blume B. Weiner, Ed.D.	Assistant Dean, Summer Session
Sylvia Brick, M.A.	Assistant to the Dean
Beatrice H. Fleisher, B.S.	Librarian, Graduate Center Library
Jason Jacobowitz, M.A.	Assistant Registrar
Samuel J. Gayer, B.A.	Assistant to the Director of Admissions

Faculty

Moshe Anisfeld, Associate Professor of Psychology. B.A., Bar-Ilan University; M.A., Ph.D., McGill University.

Alvin L. Atkins, Associate Professor of Psychology. B.A., Yale University; M.A., Ph.D., Columbia University.

Carl Auerbach, Assistant Professor of Psychology. B.A., Reed College; Ph.D., University of Pennsylvania.

Herman C. Axelrod, Adjunct Assistant Professor of Jewish Education. B.S., M.A., Columbia University; Ph.D., Yeshiva University.

Ira Belmont, Adjunct Associate Professor of Educational Psychology and Guidance; Associate Professor of Pediatrics, Albert Einstein College of Medicine, Yeshiva University. B.A., Brooklyn College; M.A., City College of New York; Ph.D., New York University.

Avrum Ben-Avi, Supervisor in Psychotherapy. B.A., M.A., Ph.D., New York University; Certificate, William

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For the year 1971-72.

Alanson White Institute. Adjunct Professor of Psychology, New York University.

Irving Bialer, Adjunct Associate Professor of Special Education. B.A., Brooklyn College; M.A., Ph.D., George Peabody College for Teachers. Principal Research Scientist, Office of Research, New York State Department of Mental Hygiene.

Herber G. Birch, Visiting Professor of Educational Psychology and Guidance; Professor of Pediatrics, Albert Einstein College of Medicine, Yeshiva University. B.A., M.D., Ph.D., New York University.

Morton Bortner, Professor of Education; Joseph P. Kennedy Jr. Foundation Scholar. B.A., University of Pennsylvania; M.A., Ph.D., Columbia University.

Menachem M. Brayer, Professor of Education and Biblical Literature; Chairman, Department of Jewish Education. Baccalaureate Diploma, Botosani, Romania; Ordination, Yeshiva of Kishinev; M.H.L., D.H.L., Ph.D., Yeshiva University.

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Angel, Fiasche, Adjunct Professor of Educational Psychology and Guidance. M.D., School of Medicine, National University of Buenos Aires. Director of Residency Training, Community Mental Health Center, Maimonides Medical Center.

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Joseph B. Gittler, University Professor of Sociology. B.S., M.A., University of Georgia; Ph.D., University of Chicago.

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Beatrice Harris, Assistant Professor of Psychology and Education. B.A., University of Connecticut; M.S., Brooklyn College; Ph.D., New York University.

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M.A., Ph.D., Michigan State University. Research Associate, Teaching and Learning Research Corporation.

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Camilla Kemple, Supervisor in Psychological Appraisal. B.A., Wellesley College; M.A., Columbia University.

Shelly P. Koenigsberg, Associate Professor of Education. B.A., Hunter College; M.A., Harvard University; Ed.D., Columbia University.

Arthur Lefford, Associate Professor of Psychology and Education; Chairman, Department of Educational Psychology and Guidance. B.A., Ohio State University; M.A., Ph.D., New York University.

Ruth M. Lesser, Associate Professor of Psychology, B.A., University of Wisconsin; M.A., New School for Social Research; Ph.D., Postdoctoral Certificate in Psychology, New York University.

Conalee Levine-Schneidman, Supervisor in Psychotherapy. B.A., Brooklyn College; M.A., Ph.D., Postdoctoral Certificate in Psychotherapy and Psychoanalysis, New York University.

Leah Levinger, Supervisor in Psychological Appraisal. B.A., Sarah Lawrence College; Ph.D., New York University. Diagnostic Consultant, Veterans Administration.

Boris M. Levinson, Professor of Psychology. B.S., M.S., City College of New York; Ph.D., New York University.

Joseph Levinson, Assistant Professor of Philosophy and Education. B.S., New York University; M.A., Ohio State University; Ed.D., Harvard University.

Edwin I. Levy, Supervisor in Psychotherapy. B.A., City College of New York; M.A., University of Pennsylvania; Ph.D., Adelphi University; Postdoctoral Certificate in Psychology, New York University. Associate Professor, Department of Student Personnel Services; Head, Division of Counseling and Psychological Services, City College of New York.

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Dorothy J. Sievers, Associate Professor of Education, B.S., Northwestern University; M.A., University of New Mexico; Ph.D., University of Illinois.

Solomon S. Simonson, Professor of Education. B.A., M.A., Brooklyn College; LL.B., St. Lawrence University; Ph.D., Northwestern University.

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Dan Vogel, Professor of English. B.A., Brooklyn College; M.A., Rutgers University; Ph.D., New York University.

Gilbert Voyat, Associate Professor of Psychology. Licence and Doctorate in Psychology, University of Geneva.

Bluma B. Weiner, Professor of Education; Chairman, Department of Special Education. B.Ed., State University College at Oswego; M.A., University of Michigan; Ed.D., University of Illinois.

Jonathan H. Weiss, Associate Professor of Psychology. B.A., Brooklyn College; Ph.D., University of Rochester.

Paul C. Whitworth, Psychiatric Social Worker, Psychological Center. B.S., Kent State University; M.S.S.W., University of Wisconsin.

Doxey A. Wilkerson, Professor of Education. B.A., M.A., University of Kansas; Ph.D., New York University.

Benjamin Wolstein, Supervisor in Psychotherapy. B.A., Yeshiva University; M.A., Ph.D., Columbia University; Certificate, William Alanson White Institute. Clinical Professor of Psychology, Adelphi University.

Jing-Jyi Wu, Assistant Professor of Psychology and Education. B.A., National Chengchi University, Taiwan; Ph.D., University of Minnesota.

Lillian J. Zach, Associate Professor of Psychology and Education. B.A., Hunter College; M.S., City-College of New York; Ph.D., Yeshiva University.

Yeshiva University

Yeshiva University is a private institution under Jewish auspices chartered by the State of New York; it is accredited by the Middle States Association of Colleges and Secondary Schools and by specialized professional agencies and is a member of the College Entrance Examination Board. The undergraduate colleges and graduate schools of natural sciences, social sciences, and humanities offer programs leading to bachelor's, master's, and doctoral degrees.

In addition to its extensive teaching programs, the University conducts a network of affiliates, community service agencies, and a widespread program of research, and publishes several scholarly journals.

Yeshiva University traces its origins to Yeshiva Eitz Chaim, founded in 1886 on New York's Lower East Side. Ten years later the Rabbi Isaac Elchanan Theological Seminary was founded there, and in 1915 the two schools merged under the name of the latter.

Under the dynamic leadership of Dr. Bernard Revel, who served as president from 1915 until his death in 1940, the institution embarked on a plan of educational development and growth. In 1929 the institution moved to its present Main Center in Manhattan's Washington Heights. Liberal arts programs began with the establishment of Yeshiva College in 1928, and the first graduate curriculum—in Semitics—was introduced in 1935.

The election of Dr. Samuel Belkin as president in 1943 inaugurated a new era of expansion. University status was granted two years later by the New York State Board of Regents. The institution initiated programs of professional education, research, and special projects to advance the well-being of many constituencies. In 1954 a college of liberal arts and sciences for women was founded and, in more recent years, graduate schools of science, medicine, social work, and humanities and social sciences.

The University's five undergraduate schools and seven graduate schools are located in Manhattan (Main Center, Washington Heights; Midtown Center, 245 Lexington Avenue; Graduate Center, 55 Fifth Avenue) and the Bronx (Eastchester Road and Morris Park Avenue). The Main, Midtown, and Bronx Centers have dormitory and dining facilities. Each school is so conducted as to assure friendly, informal, and educationally sound relationships between students and faculty. All units thus retain the character and virtues of small institutions.

The Mendel Gottesman Library at the Main Center is a $5,000,000, six-story, block-long central university library with a capacity of 500,000 volumes. Here are the University Museum, University Archives, and Rare Book and Manuscript Room. In addition there are specialized libraries at all the centers.

Its present programs and plans for the future reflect Yeshiva University's ever-growing concern with America's most pressing needs. For more than eight decades the University has taken a position of leadership in higher education, serving the community and the nation as a whole.

Ferkauf Graduate School of Humanities and Social Sciences

Ferkauf Graduate School of Humanities and Social Sciences was initially established in 1957 as the Graduate School of Education. The School was renamed in 1965 to honor the vision and generosity of Eugene and Estelle Ferkauf. In 1966 the School received its present designation with announced plans to expand into the areas of the humanities and social sciences.

A STATEMENT OF PURPOSE

The primary goal of Ferkauf Graduate School is to extend and transmit knowledge in the humanities and social sciences through graduate-level research, instruction, and professional training. It brings together scholars and students from a variety of disciplines, pursuing their own specializations and priorities. An interdisciplinary and generic approach to problems of modern life and thought is sought and encouraged.

The School is concerned with education in the most inclusive and rigorous sense of the word. The understandings, beliefs, skills, and emotions of pupils and teachers, administrators and community leaders, parents and playmates are all inescapable aspects of teaching and learning. An exhaustive and sensitive awareness of education therefore depends on a study of history as well as psychology, a mastery of sociology and research methods, a perusal of philosophy and literature, a grasp of conceptually integrated theories and empirically validated facts in a score of different but related fields.

RESEARCH AND DEMONSTRATION PROJECTS

Ferkauf Graduate School is simultaneously a *graduate school* and a *professional school.* As a graduate school its primary concern is to expand the frontiers of knowledge in the fundamental sciences of human behavior. As a professional school it is deeply concerned that the behavioral arts be firmly and rigorously rooted in the behavioral sciences. Therefore, both as graduate school and professional school, Ferkauf Graduate School is dedicated to research on the part of faculty and students alike. Even though the School is still a very young institution, several outstanding research projects have already been conducted under its auspices with the assistance of governmental agencies and private foundations. Among the areas studied in the last several years are: theoretical problems in memory and perception (National Institute of Mental Health and National Science Foundation); non-English language resources of American ethnic groups (U.S. Office of Education, Title VI); inventory description and evaluation of remedial and compensatory school programs for socially disadvantaged children and youth (College Entrance Examination Board and Old Dominion Foundation, through the National Scholarship Service and Fund for Negro Students); cognitive development in children with brain damage (U.S. Office of Education); development of a social learning curriculum for the mentally retarded (U.S. Office of Education).

As research findings on human behavior accumulate, the training of teachers and advanced psychoeducational specialists of various kinds must be modified accordingly. The School has engaged in many experimental demonstration and training programs organized to improve the professional preparation of teachers, guidance counselors, special education personnel, youth workers, and specialists in working with children, hindered by severe social and cultural disadvantages. Among training and demonstration projects conducted during the past few years are: Teaching Fellowship Program (Fund for the Advancement of Education); training teachers in science and mathematics (New York State Education Department and National Science Foundation); training teachers of

disadvantaged youth, grades 7-9, in reading and language arts (U.S. Office of Education, Title XI).

Perception Consortium

Ferkauf Graduate School has entered into an agreement with New York University and the New School for Social Research to establish a consortium in the field of perception. Other nearby universities will participate in the near future. The consortium will combine the facilities of the three institutions to enable faculty and students to conduct research and participate in joint seminars in perception.

Curriculum Research and Development Center in Mental Retardation

Through the sponsorship of the U.S. Office of Education, Ferkauf Graduate School has established this center to develop and disseminate a comprehensive program in social learning for classes for the educable mentally retarded, extending from school-entering age through the secondary level.

Reading and Language Arts Center (Department of Curriculum and Instruction)

Housing a curriculum material library in reading and language arts, the center conducts the Reading Clinic—a training-research resource enabling advanced doctoral students to work with children and adults with learning disabilities. The center sponsors all doctoral studies in the School's Ed.D. program for reading specialists, and provides consultative services.

Special Education Demonstration Center

The center is used by the Department of Special Education for student and faculty research projects, training of students in clinical teaching procedures, and demonstration and evaluation of new pedagogical methods. Here are such facilities as one-way vision mirrors, closed-circuit television, and video-taping equipment, together with a collection of curriculum and test materials.

Psychological Center

An integral part of the School, the center implements the practicum training of the Departments of Psychology, Special Education, and Educational Psychology and Guidance. Referrals may be made by educational institutions, social and welfare organizations, youth agencies, and professional personnel.

Free Preschool Program

The unique program helps young children acquire skills and training from child development specialists and provides graduate students with field experience in learning and development. It is operated by the Department of Educational psychology and Guidance and staffed by doctoral students in the School Psychology Program, which is supported by the National Institutes of Health.

Suicide Prevention Program.

Through a gift by the Bruce Mayrock Foundation, a clinic geared to the needs of young people aids potential suicides and their families. A National Institute of Mental Health-sponsored seminar trains professionals in the detection, diagnosis, and treatment of such persons.

GRADUATE CENTER LIBRARY

The Graduate Center Library maintains basic collections in psychology, education, and social work, as well as selections of books and materials in other areas, especially the social sciences and Judaica. It contains approximately 65,000 volumes, over 20,000 pamphlets, a special reprint collection, and the Kallen Collection—a rapidly expanding selection of curriculum materials, mainly syllabuses and curriculum aids from city and state school systems throughout the United States for both normal and exceptional children, as well as a new textbook collection intended to cover the widest possible range of new and advanced methods in teaching. A similar collection has been organized in the field of Jewish education.

Although the Graduate Center Library serves primarily Ferkauf Graduate School and Wurzweiler School of Social

Work, its services are available to all students at the University. Students at the Ferkauf or Wurzweiler School may also utilize the other five libraries and additional special collections of Yeshiva University. Cooperative agreements permit Ferkauf Graduate School doctoral candidates to work in the libraries of other universities and their doctoral candidates to work here.

Admission: Policies and Procedures

INQUIRIES

All communications and supporting documents pertaining to admission should be sent to the Office of Admissions, Yeshiva University, 55 Fifth Avenue, New York, N.Y. 10003.

CATEGORIES OF STUDENTS

Only in the case of applicants admitted as Regular students or Provisional students is there any commitment by the School to the student in terms of status. In the case of the Provisional student this is a limited commitment.

Regular Students

Students admitted with permission to work toward degrees are classified as Regular. A Regular student who has been admitted with a warning must achieve an acceptable average to maintain this status. A Regular student admitted with a condition must make up his condition within the time limit set by the Office of Admissions to maintain this status.

Provisional Students

Applicants who meet the quantitative requirements for entrance but not the qualitative requirements may be admitted as Provisional students. If they achieve an acceptable average, they may be reclassified as Regular. However, they are bound by any changes in degree requirements made prior to their attainment of Regular status, and are considered to be on academic probation.

Transient Students

Students who wish to enroll for courses to meet their particular needs without entering a degree program are classified as Transient. Included are the following: 1) graduate students or upper seniors in good standing at other colleges or universities who enroll for courses which they will transfer to their home schools; 2) teachers who wish to take courses for state certification or increment credit; 3) qualified individuals who wish to study subjects in which they are interested. Normally students in this category may enroll for not more than a total of 9 credits. The records of those who wish to continue study as Transient students are reviewed upon the completion of 9 credits. Ferkauf Graduate School reserves the right not to grant credit toward a degree for courses taken on this basis if the student should later be admitted to a degree program.

Visiting Students

Students enrolled with Regular or Provisional status in another school of Yeshiva University may register for a limited number of courses at Ferkauf Graduate School as Visiting students, with the permission of their home school and the Dean of Ferkauf Graduate School.

Unclassified Students

Applicants whose records are not complete or have not yet been evaluated by the time of registration, but who seem to be qualified on the basis of the records available, may be allowed to register for courses as Unclassified students pending the filing or evaluation of their credentials. This status may be continued for a period not exceeding one semester. Such students enroll at their own risk and may be dropped at any time if their complete records are not acceptable or are not available. They are bound by any changes in degree requirements made prior to their attainment of Regular status.

Special Students

Applicants who give evidence of fitness by reason of maturnity and previous training and demonstrate ability to maintain standards of progress, but do not qualify for admission under the categories listed above, may be admitted as Special students. No credit is allowed for work completed under this classification. Normally students in this category may not enroll for more than a total of 9 credits.

There is no category of "auditor." A student admitted under one of the above categories may be permitted to audit a class with the written permission of the instructor, the department chairman, and the Dean. Such a student does not participate in classwork and is not given examinations; he receives no grade and no record of his auditing is kept, so that no transcript can be issued nor any kind of credit or recognition given.

All students, regardless of their status, must meet all standards and comply with all regulations and requirements.

ADMISSION CRITERIA

Ferkauf Graduate School recognizes that certain intellective and nonintellective (personality and character) traits are essential for the successful graduate training and subsequent professional functioning of teachers, psychologists, and related specialized personnel.

Admission is granted to applicants who hold a bachelor's degree or its equivalent from an accredited college or university, and who give promise of meeting the standards set by the School as well as the demands of the particular program to which they apply.

Individual departments may in addition set their own requirements concerning specific undergraduate majors, course distributions, interviews, and adequate scores on appropriate tests.

Criteria for admission to doctoral programs are listed on page 32.

The Office of Admissions does not determine the eligibility of candidates for the various certificates and licenses issued by city and state boards and departments of education. Aspirants to such positions are strongly advised to obtain information regarding such requirements directly from the agencies in question.

Under the admission policy of the University there is no discrimination in regard to sex, religion, age, race, color, or national origin.

ADMISSION PROCEDURE

A. A student seeking admission to a degree or certificate program must complete the following procedure for each program to which he is applying:

1. Submit the application for admission in duplicate together with the required fee to the Office of Admissions.
2. Arrange for each undergraduate and graduate school he has attended to send two official copies of his transcript directly to the Office of Admissions.

   An applicant for a doctoral program must also submit in duplicate his scores on the Graduate Record Examinations Aptitude test and the appropriate Advanced test.
3. Arrange for two references to be forwarded to the Office of Admissions.
4. Meet state certification requirements if he seeks admission into a program which requires certification for admission, and submit official documents indicating such certification.

B. A student desiring to enroll for courses without qualifying for a degree or certificate must submit one of the following credentials:

a) a statement certifying to matriculated status at another institution with permission to take courses at Ferkauf Graduate School.

b) an official statement or transcript certifying the receipt of a bachelor's degree sent directly to the Office of Admissions from the issuing institution.

Transient students file an application at the time of registration.

It is the responsibility of the applicant to assure that his application and all supporting documents are received in the Office of Admissions. Claims of loss, delay in the mails, or failure of others to transmit necessary documents cannot be considered for programs in which application deadlines are specified. All credentials become the property of Yeshiva University and may not be returned to the student.

Graduate Record Examinations

All students who wish to study toward a doctoral degree are required to take the Graduate Record Examinations. Several departments require these examinations for admission to master's-level programs. Specific requirements are listed under each program in this Catalog. Graduate Record Examinations are given nationally several times a year.

Students applying for admission in September should take the tests no later than the previous April, and certain departments have established even earlier deadlines. For information about when and where the Graduate Record Examinations can be taken, the applicant should write to the Educational Testing Service, Box 955, Princeton, N.J. 08540, or 1947 Center Street, Berkeley, Calif. 94704, whichever is closer to his home, and ask for the bulletin of information on the GRE.

Special administrations are offered in the following cities on dates other than those for the regular administrations of the National Program for Graduate School Selection: Austin, Boston, Chicago, Los Angeles, New York, San

Francisco, and Washington, D.C. For information about these administrations, write to the Educational Testing Service.

Foreign Students

Foreign students applying for admission to the School are strongly advised to file applications for admission well in advance of the announced deadline in order to insure sufficient time for evaluation. They should have forwarded to the Office of Admissions complete transcripts of previous academic training and a certified translation of each document written in a foreign language. Such students are advised to secure a copy of Form A5-2, "Foreign Students and Admission to Yeshiva University," from the Office of Admissions.

In addition to all admission requirements, proficiency in English—both verbal and written comprehension and expression—is a prerequisite for study. Applicants whose native language is not English must submit acceptable proof of their proficiency in English before being considered for admission. Normally the student is expected to demonstrate proficiency in English by receiving an acceptable score on the Test of English as a Foreign Language, administered by the Educational Testing Service. This test is given in various locations throughout the world several times a year. Information on the location of testing centers and other pertinent information can be obtained by writing to: Test of English as a Foreign Language, Educational Testing Service, Princeton, N.J. 08540.

Foreign students may be admitted with an entrance condition in English which must be satisfised by passing courses in remedial English before their programs of study begin, or (with special permission) during their first year of study.

Regulations

Student Programs

All programs of study must be planned with, and receive the approval of, the student's adviser and his department

chairman. In granting approval the department chairman will consider the student's previous academic record and whether or not the prerequisites set forth by the department have been met.

Students may register in one department only. In special instances and with the approval of the chairmen's student may take an interdisciplinary course of study.

Allocation Charts

The student must file an allocation chart, or planned course of study, in the Office of the Registrar during his first semester of work toward a degree. The allocation chart delineates degree requirements and how they will be met. A second allocation chart showing how all requirements have been met, and signed by the department chairman, must be filed at the completion of the degree program in order to be eligible for the degree.

Grades

The work of each student is graded on the following basis:

A Excellent

B Good

C Fair (lowest passing grade)

F Failed

G Dropped by student (equivalent to failure)

Inc Incomplete

M Missing (no grade reported)

P Passed (generally used for nondegree courses)

R Repetition of doctoral seminar required

S Satisfactory progress in doctoral seminar; credit (if any) granted only when dissitation out has been accepted

W Withdrew without penalty

Y Year course; second semester grade applies to both semesters

The symbols + and — suffixed to the grades of A, B, and C indicate the upper and lower thirds, respectively, of the ranges covered by those grades.

Withdrawal from courses requires the permission of the Registrar. Unless this permission is obtained, the student will receive a grade of G, equivalent to failure, in those courses from which he has absented himself. Except under unusual circumstances, withdrawal from a course will not be permitted after the first month of sessions.

The dates by which students may withdraw without penalty and remove Inc grades are listed in the Academic Calendar. The date listed as the last day to remove an Inc is the day by which the final grade must be recorded by the Office of the Registrar. Students should therefore arrange for examination and submit reports, papers, etc. sufficiently in advance to permit the instructor to read and evaluate the material and submit the grade by this date.

Students graded Inc who do not complete the required work and have a final grade submitted by the date listed in the Academic Calendar will have the Inc changed to an F, unless permission for an extension is requested by the student on Form T4.3 and is granted by the instructor and approved by the department chairman and the Dean.

Course Requirements

Course requirements usually include extensive readings and satisfactory completion of oral reports and term papers. In all except laboratory courses, students are required to take a final written examination.

The credit value of each course is given in terms of semester hours. Because of the large amount of outside preparation required for graduate courses, 3 credits are given for courses meeting for at least 1,500 minutes of

lecture, recitation, and examinations (usually in the form of fourteen 110-minute periods).

Enrollment and Attendance

Students are expected to attend all meetings of classes in which they are registered. They should ascertain from the instructors what the attendance requirements are for specific courses.

Students may not enroll in a course after its third meeting.

Academic Average

Each grade has a numerical value, as follows: A=4; B=3; C=2; F=0. A + is counted as one third of a quality point higher and a — as one third of a quality point lower. When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points.

The student's average rating is computed by dividing the number of quality points earned by the total number of credits completed, including courses failed. The average is rounded to the third decimal place.

Grades achieved at other schools are not averaged in with a student's record at Ferkauf Graduate School; only credit is granted on transfer.

Academic Load

A full-time student is one who carries 12 or more credits during a fall or spring semester. Twelve credits is the normal maximum load permitted, but with the permission of the department chairman, 15 credits may be taken.

More than 15 credits are permitted only when required of all full-time students enrolled in specific programs or with permission of the Dean.

Full-time status may be granted under special circumstances to students who are not registered for 12 credits

but who carry an academic load equivalent to 12 credits. Requests should be filed on Form R31 in the Office of the Registrar.

During summer sessions full-time students are permitted to carry a maximum credit load equal to the number of weeks of study plus one.

A part-time student is one who carries less than 12 credits during a fall or spring semester, or less credits in a summer session than the number of weeks in that session.

Students who work or attend another school may not be full-time students. Such individuals are ordinarily limited to 6 credits during a fall or spring semester and 3 credits during a summer session. In exceptional circumstances and with the permission of the department chairman they may take 9 credits during a fall or spring semester and 4 credits during a summer session.

Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance.

Candidates for master's degrees and Specialist's Certificates must maintain a 3.0 average.

Candidates for doctoral degrees must maintain a 3.0 average and no C grades will be credited toward the degree.

Each department may set higher standards than those specified above for its degree candidates. It is the responsibility of the student to be familiar with departmental scholastic standards.

Probation

A student whose average falls below 3.0 any semester is placed on probation for the following semester, with the exception that students may have one unbalanced C or two unbalanced B— grades for every 30 credits. Grades of C do not count toward the doctorate.

Leaves of Absence

Students who are unable to return to the School because of government service, illness, personal or certain academic reasons or who wish to study at other institutions, must request a formal leave of absence on Form M13 if they expect to return at some future time. Students who discontinue their studies without such written approval may be denied readmission.

Three types of leaves are available:

1. *Leave with maintenance of status*—for students who are not registered for courses but are preparing for certifying or comprehensive or language examinations or working on dissertations or thesis.
2. *Leave with maintenance of registration*—for students who are not registered for courses and are not preparing for examinations or working on dissertations or theses.
3. *Government service leave of absence*—for students entering full-time service in the armed forces or in ACTION (Peace Corps and VISTA). No charge is made for such a leave during the period of actual service.

Sympathetic consideration will be given to a request by a student returning from an official leave who wishes to continue his course of study under the requirements in force at the time he was granted the leave.

Except for the purpose of government service, leaves will normally be granted for a maximum of two semesters.

Students must file for leaves of absence by the end of the late registration period of the semester for which the leave is desired. A student who neither registers nor secures an official leave of absence for any semester will be considered as having withdrawn from the School. Such a student who wishes to resume his studies will be required to apply for readmission.

The schedule of fees appears on page 34.

Honorable Dismissal

A student who is withdrawing from the University and does not expect to return at some future date should fill out Form M15 to request an honorable dismissal. (A student who plans to return at some future date should not fill out this form but should instead file a "Request for Leave of Absence," Form M13.) Completion of this form insures that the student's record will bear the notation that an honorable dismissal was granted. The term "honorable dismissal" refers only to character and does not attest to the quality of work done.

Records and Transcripts

A transcript is not issued for a student without his written request, except to another school or to a government agency. In these cases, transcripts are issued upon the request of the school or agency. A transcript is not sent to an employer or prospective employer without the student's permission.

Records of students are sent only in the form of a transcript. No partial records are sent or ones listing only courses without grades.

A transcript will not be issued for a student who has an overdue debt to the University or has failed to return all books to the Libraries.

A student who wishes to change either his first or last name on School records must file Form M25 in the Office of the Registrar.

Students who believe that there is an error in their academic record (e.g., in a grade, average, credit value, or course description) must promptly call this to the attention of the Office of the Registrar. Even if there has been a mistake on the part of the University, no request for a correction will be entertained unless the student notifies the Office of the Registrar within three months.

Diplomas

Duplicate or revised diplomas can be secured under certain circumstances determined by the standards accepted by American universities. Full information is given on Form G15, available in the Office of the Registrar.

Change of Address

Students who change their home or local residences are required to notify the Office of the Registrar of the change of address within 10 days on Form M29. A student is responsible for all mail sent to his old address if he has not so notified the University.

Prerequisites

It is the responsibility of the student to insure that he has met the prerequisites for each course for which he registers. Fieldwork, observation and practice teaching, internship, and practicum courses may require advance registration and are open only to registrants who meet prerequisites and are registered in the appropriate degree program.

Permission to register for practice teaching in elementary or secondary schools, or for practicums in guidance, psychology, or special education, must be secured from the chairman of the department concerned prior to registration.

Directed Study

Directed study in the form of individual tutorial guidance is available under exceptional circumstances to (a) advanced students who have been certified for doctoral study and who are in need of a course not currently being offered at the School and to (b) students who are unable to attend the University in person. Approval for directed study is granted on an individual basis and generally a student may take only one course in this manner. Such courses are not considered courses in residence and may not be used to meet the minimum resi-

dence credit requirements of the University. They are considered as transfer credits and are included within the limitations listed in this Catalog as to the number of credits which may be transferred. The student must apply for directed study on Form P20G, available in the Office of the Registrar. The form requires the signature of a faculty sponsor, who must specify the requirements to be met, and it must also be approved by the department chairman and the Dean.

Transfer of Credit

A. POLICIES

1. Credit for work completed at another institution of higher education is not automatically granted; both the department chairman and the Office of the Registrar must approve its appropriateness to the degree sought at Ferkauf Graduate School.
2. No credit is given for any course transferred from another institution with a grade below B, nor for any subject which is technical or commercial, or in any way not ordinarily classified as a liberal arts or professional education subject. (Although no credits for C courses may be transferred toward a degree, courses in which C grades were earned may, at the discretion of the department chairman, be used for waiving prerequisites or for meeting content requirements.)
3. All evaluations of work done elsewhere are tentative and subject to re-evaluation on the basis of the student's work at Yeshiva University. Transfer credits may be revoked, either in whole or in part, if subsequent work, either generally or in a particular subject, is not satisfactory.
4. The maximum number of credits which may be transferred from other institutions is as follows:

DEGREE	CREDIT REQUIREMENTS	TRANSFERABLE
Master's	33-34	9
	35-37	10

DEGREE	CREDIT REQUIREMENTS	TRANSFERABLE
Specialist's Certificate	60-63	All applicable credits, provided that at least 30 credits[1] are taken at Yeshiva University (39 if the student has no previous master's degree).
Doctoral	72-96	All applicable credits to a maximum of 42, provided that at least 30 credits[1] are taken at Yeshiva University (54 if the student has no previous masters' degree).

5. No credit is allowed for courses completed more than 10 years before the date of application for advanced standing whether or not the credit was earned toward a formal degree. If, however, a master's degree is accepted as a total unit, the date the degree was earned will be the one from which the 10-year limit is counted.
6. All transfer of credit forms are to be filed and approved prior to, or during, the first semester of study at Ferkauf Graduate School.
7. All official actions concerning transfer of credit are taken by the Office of the Registrar after all records are reviewed and subsequent to written approval by the department chairman.
8. Students already in attendance may take courses at other institutions only after they have received written permission through the Office of the Registrar. Requests for such permission are to be made on Form P9. Such credits, too, are considered transfer credits and are subject to all the above regulations.

B. PROCEDURES

1. During conversations with a student, whether prior to or following admission to Ferkauf Graduate School, no

[1] Excluding research and reading credits.

commitments can be made concerning transfer of credit.

2. No later than the second month of sessions, the student should submit to the department chairman *three* typewritten copies of Form T19.5, *Application for Transfer of Credit Toward a Graduate Degree.* On this form the student should list all the courses taken at the graduate level which he believes would be applicable to the degree program for which he is applying, so that the department chairman may choose those courses, within the numerical limits, which he deems most applicable.
3. Each applicant must have *two* official transcripts of all previous undergraduates and graduate work sent to the Office of Admissions. For each transcript of graduate work for which transfer credit is desired, the student must supply a marked copy of that school's catalog indicating the courses taken. (If the courses are no longer listed in the current catalog, an older catalog showing the courses must be sceured; if one is unavailable a description of the courses, signed by the registrar or department chairman of the institution attended, may be substituted if sent directly to the Office of Admissions.)
4. Upon receipt of the transfer request forms, transcripts, and catalog, the student's request will be acted upon. He will be notified in writing by the Office of the Registrar when a decision has been reached.

Transfer From One Department to Another

A student who wishes to transfer his studies from one department to another department must file a request for permission to do so with the Office of Admissions on Form M37.

Graduation

Commencement exercises are held each June at the close of the academic year. Diplomas are issued thereafter.

However, degrees may be awarded at the close of the summer, fall, and spring terms. A student applies for a degree by filing a Graduation Kit during the registration period of the term during which he expects to complete all requirements for the degree. Final dates for filing are listed in the Academic Calendar.

Should the degree not be awarded during that term, a Graduation Kit must be refiled *every term* until the degree is awarded. Graduation fees paid initially remain valid for an additional three consecutive terms and need not be paid again unless more than two years elapse between payment and award of degree.

Continuation of Studies After Receipt of a Degree

The status of Regular student terminates upon receipt of any degree from the School. A student who wishes to continue his studies for another degree must file for permission to do so. No new application fee is required unless there is a lapse of one or more semesters before the continuation of studies or unless the student wishes to enter a different school of the University. Some departments or schools of the University may require students seeking a doctoral degree to file Graduate Record Examination scores, or other documents, before acting on the new application.

If the student wishes to study in a department other than the one in which he received his previous degree, he must have sent to the Office of Admissions one additional transcript from each academic institution—graduate and undergraduate—which he has attended.

A student originally admitted to a doctoral program need not fill out a new application upon receipt of a master's degree. He must, however, file a written statement of his intention to continue study toward a doctoral degree both with the Office of Admissions and with his department. An allocation chart must also be filed with the Office of the Registrar listing the requirements for the new course of study (see *Allocation Charts*, page 21).

Undergraduate Students of Yeshiva College and Stern College for Women

Qualified seniors are permitted to take graduate courses at Ferkauf Graduate School for undergraduate credit.

An undergraduate student who wishes to register for a graduate course must first secure the written permission of his Dean and the Office of the Dean of Ferkauf Graduate School on Form *P3.1 available in the Office of the Registrar.

Under exceptional circumstances seniors may take graduate courses for graduate credit. Students interested in doing so should first consult Form P3.4, available in the Office of the Registrar.

Graduate Students From Other Graduate Schools of Yeshiva University

A student in a degree program in another graduate school of Yeshiva University may take courses at Ferkauf Graduate School with the permission of the Dean of his home school and the Dean of Ferkauf Graduate School. A form on which to apply for such permission is available in the Office of the Registrar.

Student Responsibility

It is the responsibility of each student to ensure that he has observed all regulations, paid all fees, and met all course requirements, including prerequisites whenever such are required. The degree candidate should note that completion of the specified number of credits does not in itself satisfy degree requirements: he is responsible for meeting departmental regulations; examination requirements; prerequisites for courses, practicums, internships, etc.

Academic Discipline

The admission of a student, his continuance upon the rolls of the School, the receipt by him of academic credits, his graduation, and the conferring of any degree, diploma,

or certificate upon him is entirely subject to the disciplinary powers of the School and to the student's maintaining high standards of ethical and scholarly conduct. The School is free to dismiss him at any time for infringement of these standards.

Student Information

False or misleading statements on admission, registration, scholarship application, or other School blanks, forms, or records dealing with outside employment, attendance at other institutions, financial status, departmental or degree requirements, or any other items of student information requested by the School may result in disciplinary dismissal.

Student Assignments

A student's signature on any examination, course assignment, or degree requirement is assumed by the School to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary, verified by the Office of the Dean, may result in failure in the course, disciplinary dismissal, or such other penalties as are deemed proper.

Ethical and Professional Standards in Graduate Study

Graduate study requires excellence of character as much as excellence of intellect. A graduate student is expected to show seriousness of intellectual dedication, respect for the views and convictions of others, concern for the impact of advanced knowledge upon society at large, regard for his instructor, fellow students, and the School as a whole and, above all, adherence to the highest ethical and moral standards in his personal and professional life. During recent years national and local psychological associations have adopted statements concerning ethical and professional standards in psychological practice. A number of states, including New York, have restricted the title "Psychologist" and/or the rendering of psychological services to the public to those duly qualified by

training, examination, and/or certification. Every student is urged to examine his own activities in the light of these standards and in the light of legal requirements.

Maintenance of good standing while a student at the School is, in part, dependent upon developing and maintaining standards of ethical and professional conduct.

Messages

The School cannot transmit personal telephone messages to students except in dire emergency. Students should instruct their friends and family not to telephone them at the School.

Injuries

All injuries and accidents to students while engaged in classroom work will be reported by the faculty member in charge of the course. Students are required to report immediately to the Office of the Dean any other injury suffered on School premises.

Posters and Notices

All posters and notices must be countersigned by the appropriate administrative officer of the School before they are displayed. Students should regularly examine departmental and other administrative bulletin boards for official notices.

Use of the University's Name

No student or student organization may use the name of the University or of Ferkauf Graduate School in print for any purpose, including identification, without written permission from the Office of the Dean.

Programs and Degree Requirements

Students may work toward certification and the degrees of Master of Science, Master of Arts, Specialist's Certificate, Doctor of Education, and Doctor of Philohophy.

The School's departments and programs are:

COMMUNICATION (page 65)
DEPARTMENT OF CURRICULUM AND INSTRUCTION (page 41)

Elementary Teaching (M.S.)
Secondary Teaching of English (M.S.)
School Administration (Ed.D.)
Reading Specialist (Ed.D.)
Administration-College Teaching (Ph.D.)

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND GUIDANCE (page 69)

Educational Psychology (M.S., Ph.D.)
Child Development and Learning (M.S.)
School Psychology (Specialist's Certificate, Ph.D.)
Language and Behavior (Ph.D.)
  Psycholinguistics
  Sociolinguistics

DEPARTMENT OF JEWISH EDUCATION (page 53)

Elementary and Secondary (M.S.)
Administration and Supervision (Ed.D.)

DEPARTMENT OF PSYCHOLOGY (page 83) (Ph.D.)

Clinical
Experimental
Social

SOCIAL SCIENCES (page 95)

DEPARTMENT OF SPECIAL EDUCATION (page 89) (M.S., Specialist's Certificate, Ed.D., Ph.D.)

Mental Retardation
Emotional Disturbance
Learning Disabilities

Degree requirements common to all programs are listed below in abbreviated form. For further details see the pages listed above. See also *Student Programs* and *Allocation Charts*, pages 20 and 21.

MASTER OF SCIENCE AND MASTER OF ARTS

1. 33-37 credits beyond the bachelor's degree are required.
2. Candidates must complete all requirements within five years after admission.
3. Candidates must complete a program of courses, readings, and field experiences approved by the department chairman.
4. Departments may require other evidences of mastery of the subject matter and skills pertaining to a master's degree in a particular area of specialization.

SPECIALIST'S CERTIFICATE

The Specialist's Certificate may be earned at an intermediate point between the master's and doctoral degrees or as a terminal degree. The certificate, which attests to the student's professional competence in a specified area of educational service, is awarded upon the completion of 60-63 credits and demonstration of functional competence in professional experience. Departments may establish requirements in excess of this minimum. Students must complete all requirements within seven years after admission.

DOCTOR OF EDUCATION AND DOCTOR OF PHILOSOPHY

Ferkauf Graduate School offers programs leading to the degrees of Doctor of Education and Doctor of Philosophy in several areas of education, psychology, and related disciplines.

The Doctor of Education degree is granted to the qualified student who demonstrates competence in dealing constructively with a problem related to the history, theory, or practice of education. The program includes the preparation of a dissertation representing a significant

contribution to knowledge in the student's field of special interest.

The Doctor of Philosophy degree is granted in recognition of mastery of knowledge in a selected field. The program includes the preparation of a dissertation which is an intensive research study primarily concerned with an original contribution to that field, reflecting the student's mastery of research design, procedures, and data analysis.

Accordingly capacity for a high order of independent thought and study is requisite for the undertaking of any doctoral program.

The minimum credit requirement for the Ph.D. is 72 credits and for the Ed.D. 94 credits, beyond the bachelor's degree, including doctoral seminars. However, each department may establish credit requirements for the degrees it offers which exceed this minimum. In addition, each department has detailed special requirements for its doctoral programs. It is the student's responsibility to ascertain these requirements.

Policies and Procedures

Policies and procedures governing doctoral programs are administered by the Office of the Dean. In brief, the steps in the doctoral program are as follows:

1. Admission to the School through a department in the first step toward becoming a certified student in a doctoral program.
2. The term *certified student in a doctoral program* signifies that the student has mastered the basic courses required by the department before he is allowed to take advanced-level courses in a major field of study. The student gains this status by successfully passing a departmental certifying examination and/or evaluation and obtaining departmental approval. He then proceeds toward the status of doctoral candidate.

3. The status of *doctoral candidate* indicates that the student has not only shown proficiency in his major area of study and in the necessary research techniques, statistics, and/or foreign languages, but has also given evidence of his ability to conceive and design a research study. This status is granted after completion of course requirements, a doctoral comprehensive examination, and the doctoral seminar requirements, including final acceptance of a dissertation outline by a committee of the faculty. (All coursework and examinations must be completed before admission to the doctoral seminar.)
4. Doctoral degree requirements are completed with the production of a written dissertation, its defense at an oral examination, final approval by the department, approbation of the faculty, and clearance by the appropriate administrative officers of the University.

The detailed policies and procedures are as follows:

I. ADMISSION

An applicant who applies for admission to a doctoral program must have his qualifications reviewed in accordance with the following criteria, which are in excess of the minimal admissions standards:

A. He must show evidence of potential for graduate work. The student's undergraduate and graduate records are carefully evaluated.

B. He must take the Graduate Record Examinations—the Aptitude test, and the Advanced test appropriate to the field in which he will study. Departments may require additional standardized tests of applicants.

C. He must present two references from former instructors. Applicants employed in education or related professional work may also present several references from former or current supervisors.

D. He must be interviewed by members of the department which he intends to enter, and he must be recommended for admission by the chairman of that department.

II. DOCTORAL CERTIFICATION PROCEDURES

The procedures for certification vary slightly from department to department and the student should consult with his adviser, but generally the requirements are as follows:

A. A minimum of 30 credits of graduate work in the appropriate major field must be completed before a student may be considered for certification.

B. A student admitted with only a bachelor's degree and no advanced standing is required to complete a minimum of 30 credits in the core requirements of his department with at least a 3.0 average applying for doctoral certification, which is granted on the basis of a departmental certifying examination and/or evaluation. He must take the test or be evaluated no later than the semester in which he completes 45 credits at the School.

C. A student admitted with advanced standing must apply for and take the examination and/or be evaluated no later than the semester in which 45 graduate credits, including transfer credits, are completed, provided that at least 12 credits have been previously completed at the School.

D. No student may continue to enroll in a doctoral program if he fails to stand for certification as required above. Failure to do this at the specified time leads to suspension of his status as a Regular student in a doctoral program. Under special circumstances the department may recommend that he be allowed to take a limited number of additional courses to prepare for certification. The Office of the Registrar will notify the student in writing as to whether or not he has attained certification status.

III. DOCTORAL CANDIDACY

A certified doctoral student continues in that status until he has completed the following steps toward candicay:

A. He must complete remaining coursework as approved by the department on his allocation chart.

B. He must pass a doctoral comprehensive examination at the School.

C. He is required, if he is pursuing a Ph.D. degree, to pass an examination in two foreign languages. Examinations may be taken in French, German, or Russian. Another language may be substituted, providing the student justifies the existence of a scholarly literature in that language pertinent to his area of research interest. Such substitution requests must be made to the department chairman in writing, prior to the filing of the application for the examination with the Office of the Registrar. Approval of the Dean is required.

   A student who has completed a year of statistics including PS 404 Statistics II, or its equivalent, with a grade of B– or better, or who passes the final examination in PS 404 at the School, may be excused from one language examination.

   The required foreign language examinations are those of the Graduate School Foreign Language Testing Program of the Educational Testing Service. The minimum passing score is the 40th percentile in that examination.

D. He must register for the required doctoral seminars and complete an outline for a proposed dissertation to be approved by a doctoral committee. An approved outline is then submitted to the Office of the Registrar as an indication of successful completion of the doctoral seminar requirements.

   When the outline has been filed, the Office of the Registrar, after review of the record, will notify the student in writing that he has achieved candidacy. A doctoral candidacy fee of $350 becomes due and payable at this time.

E. When a student has completed all course requirements and is working on his dissertation under the supervision of a sponsoring committee, he must formally apply for a Leave of Absence With Maintenance of Status during each regular semester until the degree is awarded. Payment of maintenance of status fee entitles the candidate to use of the University's library and research facilities and to the consultative services of appropriate faculty advisers and readers. Failure to maintain status for any semester will signify that the student has withdrawn from the School, and a student wishing to resume his studies is required to apply for readmission.

IV. COMPLETION OF DOCTORAL REQUIREMENTS

The student must present a dissertation and defend it at an oral examination. (Application for Oral Defense Examination, Form D24, and all other doctoral forms are available in the Office of the Registrar. The student should ascertain from his department what is the last day to file for the oral defense examination.) Oral defense of dissertation includes an examination of the student's ability to converse intelligently and with authority in his major field. After passing the oral defense examination the student submits his dissertation, with whatever revisions are required, to the Office of the Registrar for final approval. Information concerning the assignment of a sponsoring committee, reader-examiners, oral defense of dissertation, and instructions for preparing copies and abstracts can be obtained from the Office of the Registrar.

V. TIME LIMITATIONS

A. Period of Study Toward Doctoral Degrees

   A student admitted with a master's degree in a field relevant to his doctoral study must complete his de-

gree requirements within eight years of acceptance into a degree program. A student admitted with a bachelor's degree must complete his degree requirements within 10 years of acceptance into a degree program. Waivers will be granted only under unusual circumstances, by the Dean, upon recommendation by the department.

The student must complete all remaining requirements within five years of the date of his becoming a certified student.

The shorter time limitation of those specified above is the one in effect.

B. Transfer of Credit

A student seeking advanced credit toward a doctoral degree for graduate work taken at other accredited institutions should consult the section *Transfer of Credit*, page 25.

STATE AND CITY CERTIFICATION REQUIREMENTS

Requirements for teaching, guidance, psychology, and other educational and professional certificates vary considerably from state to state and from locality to locality. The completion of the requirements for a degree at Ferkauf Graduate School does not automatically qualify a student for teaching or other certification in New York State or any other locality. Individual state and city requirements should be taken into consideration by the student in planning his program. The responsibility for meeting certification requirements rests with the student; however, he may request guidance from the faculty of his department.

STUDENT FINANCES

TUITION AND FEES

Application for Admission (not refundable)	$10.00
University Registration Fee (payable at each registration)	
0-6 credits	15.00
7 credits and over	25.00
Student Activities Fee (payable at each registration)	5.00
Tuition (payable each semester); all courses, per credit	65.00
Late Registration Fee	10.00
Change of Program Fee (covers all changes made at one time)	10.00
Examinations [1]	
a. Language Examination	20.00
b. Certifying Examination	20.00
c. Comprehensive Examination	20.00
d. Makeup Examination administered by the departmental office	5.00
Maintenance of Registration	
Per semester	20.00
Per year	35.00
Maintenance of Status, per semester	75.00
Doctoral Candidacy Fee (payable upon official notification of candidacy)	350.00
Graduation Fee [1]	25.00
Transcripts of Record, each, regular service	2.00
rush service	5.00
Materials Fee (where required for particular courses)	10.00

[1] Students filing for an examination who do not take the examination in the semester in which the fee was paid are permitted (with departmental approval and permission of the Office of the Registrar) a maximum of four semesters (including the semester in which the payment is made) to take the examination without payment of an additional fee. These students will, however, be responsible for any changes in the University charge for these examinations during the two-year period. The fee will be forfeited at the end of the four-semester period if the examination is not taken.

[1] See Graduation, page 27.

University regulations require the payment in full of all tuition and fees in order to complete registration. Make checks or money orders payable to Yeshiva University. All payments must be made directly to the Office of Student Finances; no one else is authorized by the University to accept payments. All outstanding accounts for previous academic work in any division of the University must be cleared before registration for additional credits can be approved. Students will therefore not be permitted to register until all outstanding balances have been paid.

Several courses offered by the School are subject to a materials fee which is payable at the time of registration. A list of these courses is posted during the registration period.

WITHDRAWAL

The last day to withdraw from a course without academic penalty, but with payment of the change of program fee, is listed in the Academic Calendar. Students wishing to withdraw from the School or a course must file the appropriate form with the Office of the Registrar. Students who withdraw without receiving written permission from this office receive a grade of G, equivalent to failure, in those courses from which they have absented themselves. Such students are not eligible for a refund. Students who withdraw by the specified date are eligible for a refund of 75% of the course tuition paid; registration and other fees are, however, not refundable. Students who withdraw after the specified date are not eligible for a refund and are responsible for the full tuition for the entire semester.

To receive a refund the student must submit a written request to the Office of Student Finances. The official date of withdrawal is the day the Office of the Registrar grants permission to withdraw.

FINANCIAL AID

For further information on any program listed below, contact the agency indicated or the Office of Student Finances.

Joseph and Sadie Danciger Scholarship and Fellowship Fund

Trustees of the Sadie Danciger Estate of Kansas City, Mo., have established a fund of $250,000 to provide scholarship and fellowship aid to deserving students in the various graduate schools of Yeshiva University.

Bernard Reswick Memorial Fellowship

The Franklin Foundation, Inc., established in memory of the late Bernard Reswick, has provided a fellowship of $4,500 for the support of one year of study for a Negro or Puerto Rican student preparing to teach disadvantaged children in urban elementary schools.

University Fellowships

Full-time students with outstanding undergraduate and/or graduate records are eligible to compete for University fellowships for academic work leading to a doctoral degree. These fellowships are granted for the entire academic year and may or may not require services to particular departments. The basis for an award is departmental recommendation and approval by the Office of the Dean and Office of Student Finances. Recipients are required to register and pay all tuition and fees at that time. They may, in addition, apply for a New York State Scholar Incentive Award or a National Defense or State Student Loan, but may not apply for other financial assistance from University funds. Stipends vary in size, with most ranging from $1,800 to $2,400 per year.

National Science Foundation Graduate Traineeship Program

Traineeships are available in the areas of psychology and language and behavior. Stipends are awarded for a 9- to 12-month tenure for up to 3 years. The stipend for the 12-month term is $2,400 for the first year, $2,600 for the second, and $2,800 for the third. In addition a $500 dependency allowance may be provided.

University Tuition Scholarships

A number of University scholarships are available to assist promising and deserving students. Awards are made on the basis of demonstrated ability, financial need, and professional promise. Although awards are made for one semester, applications for renewal may be submitted.

The applicant normally must have completed a minimum of 9 credits at Ferkauf Graduate School before he is eligible for a University scholarship. In rare cases, where the student presents a superior record, the Dean may request that the prior attendance requirement be waived. The student must, in addition, enroll for a minimum of 12 credits during the semester for which a scholarship is requested. Scholarships are allocated in the form of tuition credits. Six tuition credits is the maximum allocation per student, per semester; and the allocation cannot exceed one-half the tuition charge. Scholarships do not cover application, registration, or other University fees.

Scholarship applications are to be submitted to the Office of Student Finances at least six weeks prior to the first day of registration for any given semester.

Fellowship for the Preparation of Professional Personnel in the Education of Handicapped Children (Under Public Law 91-230)

Fellowships are awarded under this law for the preparation of teachers, research specialists, and university faculty specializing in mental retardation, emotional disturbance, and learning disabilities. Stipends cover tuition, fees, and dependency allowance.

Public Health Service Traineeships and Other N.I.M.H. Clinical Training Stipends

Stipends are available for support of full-time students preparing for doctoral degrees in clinical psychology. The stipends are awarded directly through the University through funds appropriated by the National Institute of Mental Health. Awards vary in amount, ranging $1,800-$3,000. In addition, recipients receive full remission of tuition and fees for the duration of the period covered by the award. Trainees with exceptional academic records may renew the stipend.

National Defense Student Loan Program

The National Defense Student Loan Program was authorized by the National Defense Education Act of 1958 Title II, and amended by the Higher Education Act of 1965. The principal aim of this law is "to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States," It provides for the establishment of loan funds from which needy undergraduate and graduate students may borrow on reasonable terms for the purpose of completing their higher education.

College Work-Study Program

The College Work-Study Program was authorized by the Economic Opportunity Act of 1964 and amended by the Higher Education Act of 1965. This legislation initiated the program to stimulate and promote part-time employment of students in institutions of higher education who are in need of the earnings from such employment to pursue courses of study at such institutions.

The College Work-Study Program provides academically qualified full-time students with a source of financial assistance which can be combined, as far as is feasible,

with a loan, fellowship, or grant-in-aid, to the extent necessary to enable them to meet educational expenses.

A wide variety of job opportunities are available on- and off-campus. These include, but are not limited to, faculty aide, laboratory assistant, statistician, research assistant, and office and clerical worker. The program provides for part-time employment during the school year and full-time employment during the summer.

Participants are generally paid on an hourly basis in accordance with their ability, experience, and the work being performed.

New York State Scholar Incentive Award Program

New York State residents attending the School on a *full-time* basis are eligible for Scholar Incentive Awards if they maintain satisfactory academic standing. A full-time student is defined as a student who is registered for a minimum of 12 credits per semester or their equivalent. The stipend varies, depending on family income and tuition, from $100 to $300 per semester. However, the award cannot exceed the amount by which tuition for the semester (not including fees) exceeds $100. Holders of Regents Scholarships or Fellowships may also receive a Scholar Incentive Award, but it cannot be more than the amount by which tuition for the semester exceeds the scholarship or fellowship.

Applications should be filed with the State before July 1 for each academic year but will be accepted up to December 1. Applications for only the Spring Semester have an April 1 deadline. *Annual* application is required. For further information and application contact the Regents Examination and Scholarship Center, State Education Department, 800 North Pearl Street, Albany, N.Y. 12224.

State-Guaranteed Loans

NEW YORK STATE HIGHER EDUCATION ASSISTANCE CORPORATION

The Higher Education Assistance Corporation was established by New York State to assist qualified students to meet financial need during their years of undergraduate or graduate study. The program makes possible low cost commercial bank loans with very liberal repayment terms similar to those of the National Defense Student Loan Program. New York State residents attending the School are eligible for these loans. Students interested in this program should contact the New York State Higher Education Assistance Corporation, 50 Wolf Road, Albany, N.Y. 12205, for applications and further information.

NEW JERSEY HIGHER EDUCATION ASSISTANCE AUTHORITY

A loan program somewhat similar to that of New York State is available to residents of the State of New Jersey. For information and applications, residents of New Jersey should contact the Scholarship and Loan Program, State of New Jersey, Department of Education, 175 West State Street, Trenton, N.J. 08625.

Students interested in state-guaranteed loans in other states should contact their state education department.

Tuition-free Courses for Cooperating Master Teachers

Each teacher who supervises the student-teaching or teaching-internship of a Ferkauf Graduate School student for one semester is eligible for one tuition-free course at the School. Eligible teachers will be notified by the Office of the Registrar. They are eligible for one course in any session beginning within one year after the conclusion of the supervisory semester. Eligible persons are classified as Transient students.

ED COURSES IN CURRICULUM AND INSTRUCTION

The Department of Curriculum and Instruction offers professional education for teaching, supervisory, administrative, and research personnel on the elementary, secondary, and college levels. A major emphasis of the department is the development of personnel, programs, and research designed to improve the education of children from backgrounds of poverty and discrimination.

Programs lead to the Master of Science degree and New York State certification for teachers in elementary school and teachers of English in secondary school;[1] and to the degrees of Doctor of Education in school administration, Doctor of Philosophy in administration-college teaching, and Doctor of Education in reading.

Courses, seminars, and practicums offered by the Department of Curriculum and Instruction are supplemented by courses in the behavioral sciences offered by the Department of Educational Psychology and Guidance, Department of Psychology, and Department of Special Education. Classroom observation, student teaching, internship, and related field experiences are conducted in schools and neighborhoods in New York City and nearby communities.

Selected courses offered by the department are made available, through special arrangements, to advanced students at Stern College for Women.

MASTER OF SCIENCE

Two general types of programs are offered:

a) Pre-Service Programs: For prospective teachers of grades N-6 and N-9, and of English in grades 7-12. New York State certification is available in these areas.

[1] Programs for teachers of mathematics and physics in secondary school are offered at the University's Belfer Graduate School of Science.

b) Qualified-Teacher Programs: For students whose previous education and experience qualify them for provisional or other teaching certificates.

Program I: Pre-Service Teacher, Grades N-6 or N-9

ADMISSION REQUIREMENTS

A. Bachelor's degree from an accredited college.

B. Graduate Record Examinations (Aptitude Test).

C. For elementary and early secondary grades (N-9): an undergraduate major in English or social science.

DEGREE REQUIREMENTS

A minimum of 36 credits, including 3 credits for field experience, and a comprehensive examination, master's thesis, or other final project.

COURSE REQUIREMENTS

A. Professional courses in education (including 6 credits in reading)	18 credits
B. Courses in the behavioral sciences	6 credits
C. Field experience and related seminar, to include a minimum of 300 clock-hours in observation, participation, and student teaching at the appropriate grade level	6 credits
D. Courses in the humanities, social sciences, or behavioral sciences	6 credits
E. Demonstrated competence in the teaching of reading, on the basis of criteria established by the department.	

All courses are selected under the guidance of a departmental adviser.

Program II: Qualified Teacher, Grades N-6 or N-9

ADMISSION REQUIREMENTS

A. Bachelor's degree from an accredited college.

B. Graduate Record Examinations (Aptitude Test).

C. For the N-9 program: an undergraduate major in English or social science.

D. Certification: an appropriate provisional or permanent teaching license.

E. Minimum of 12-15 credits in professional courses in education and college-supervised student teaching; or one or more years of paid, full-time teaching experience at the appropriate level, and a recommendation from the administrator of the employing school district.

DEGREE REQUIREMENTS

A minimum of 33-36 credits, depending on the student's previous courses, and a comprehensive examination, master's thesis, or other final project.

COURSE REQUIREMENTS

A. Advanced professional courses in education	15 credits
B. Educational philosophy and human relations education	6 credits
C. Courses in the behavioral sciences, humanities, or social sciences. (For students in the N-9 program, courses are in English or social science.)	6 credits
D. Educational research and thesis or project	3-6 credits
E. Demonstrated competence in the teaching of reading, on the basis of criteria established by the department.	

All courses are selected under the guidance of a departmental adviser

Program III: Pre-Service Teacher of English, Grades 7-12

ADMISSION REQUIREMENTS

A. Bachelor's degree from an accredited college.

B. Undergraduate major in English.

C. Graduate Record Examinations (Aptitude Test and Advanced Test in Literature).

DEGREE REQUIREMENTS

A minimum of 36 credits, including 3 credits for field experience, and a comprehensive examination, master's thesis, or other final project.

COURSE REQUIREMENTS

A. Professional courses in education	6-9 credits
B. Courses in English language and literature	9-12 credits
C. Courses in the behavioral sciences	6 credits
D. Field experience and related seminar	6 credits
E. Educational research and thesis or project	3-6 credits
F. Demonstrated competence in the teaching of reading, on the basis of criteria established by the department.	

All courses are selected under the guidance of a departmental adviser.

Program IV: Qualified Teacher of English, Grades 7-12

ADMISSION REQUIREMENTS

A. Bachelor's degree from an accredited college.

B. Undergraduate major in English.

C. Graduate Record Examinations (Aptitude Test and Advanced Test in Literature).

D. Certification: an appropriate provisional or permanent teaching license.

E. Minimum of 12 credits in professional courses in education and college-supervised student teaching; or one or more years of paid, full-time teaching experience in English at the appropriate grade level, and a recommendation from the administrator of the employing school district.

DEGREE REQUIREMENTS

A minimum of 33-36 credits, depending on the student's previous courses, and a comprehensive examination, master's thesis, or other final project.

COURSE REQUIREMENTS

A. Advanced professional courses in education	6-12 credits
B. Educational philosophy and human relations education	6-credits
C. Courses in English lanugage and literature	9-12 credits
D. Courses in the behavioral sciences, humanities, or social sciences	6 credits
E. Educational research and thesis or project	3-6 credits

All courses are selected under the guidance of a departmental adviser.

DOCTOR OF EDUCATION

ADMISSION REQUIREMENTS

A. Teacher's credential.

B. Master's degree of at least 33 credits, with a minimum of 6 credits in the behavioral sciences and 3 credits in foundations of education.

C. At least one year of teaching experience.

D. Other general requirements of the School (see page 32).

DEGREE REQUIREMENTS

A minimum of 60 credits beyond the master's degree, an internship, one year of residence, three years of teaching experience, and a doctoral dissertation.

COURSE REQUIREMENTS

The 60-credit minimum requirement is distributed as shown below.

Approval for permanent certification as school administrator and principal may be recommended after the student has completed all coursework and passed the doctoral comprehensive examination.

Program V: School Administrator and Principal

This program has been developed on the basis of a study of conceptual and behavioral skills required of an effective administrator, and methods and theories of instruction effective in the development of administrators. A specific program is devised by the student and his departmental adviser to meet the student's particular needs, with courses distributed as follows:

A. Fundamentals of administration: 12 credits

B. Specialization in administration: 9 credits

C. Behavioral-social science: 9 credits

D. Research methods: 12 credits

E. Minor: 9-12 credits

F. Internship: 6 credits

G. If the student has not taken an advanced course in social, historical, or philosophical foundations on the master's level, he must complete one course in this area at the doctoral level.

H. Electives (up to 6 credits, to complete a total of 60 beyond the master's degree), to be selected by the student in consultation with his adviser.

Ed.D. candidates in Program V who plan to apply for the principalship in New York City are required by the New York City Board of Education to complete at least 6 credits of coursework in the area of their supervisory and administrative specialty, either elementary, junior high, or senior high school. Provision has been made with the Board of Education for such candidates to accumulate these credits in ED 509, ED 510, ED 581, ED 583, and ED 584 as follows:

ED 509	School Leadership: Problems, Practices I. (One of the 3 credits will be allocated for independent study in the specialty area.)
ED 510	School Leadership: Problems, Practices II. (One of the 3 credits will be allocated for independent study in the specialty area.)
ED 581	Internship in Administration. (Six credits in the specialty area, depending on the type of school which the candidate selects for his intern experience.)
ED 583, 584	Field Projects in School Administration I, II. (Six credits in the specialty area, depending on the type of school which the candidate selects for his field experience.)

DOCTOR OF PHILOSOPHY

This program is designed to prepare a candidate for either a university teaching and research role in the field of educational administration or a research and developmental role focusing on planned organizational change in a school system.

ADMISSION REQUIREMENTS

A. Bachelor's degree from an accredited college.

B. Average in the undergraduate record and previous graduate study above the minimum required for doctoral admission.

C. Evidence of ability to meet the requirements of PS 403 Statistics I.

D. Commitment to three consecutive years of residence. (Students who have taken graduate work may apply for advanced standing.)

DEGREE REQUIREMENTS

A minimum of 78 credits, examinations, and a doctoral dissertation.

COURSE REQUIREMENTS

The 78-credit minimum requirement is distributed as shown below.

Program VI: Administration-College Teaching

A. Foundations of education and the educational process: 18 credits

B. Behavioral-social science: 15 credits

C. Research methods: 18 credits

D. Theory of organization and administration: 9 credits

E. Problems and practices in educational administration: 12 credits

F. Internship: 6 credits

DOCTOR OF EDUCATION

Program VII: Reading Specialist

This program is designed to prepare reading specialists who can perform quality research in both the basic psychology of reading and reading pedagogy (curriculum research) and who, as university personnel or supervisors, can train teachers of reading. In addition, graduates of the program will be trained as diagnosticians and therapists in the area of reading disabilities. The program focuses on three areas: reading, linguistics, psychology and research.

ADMISSION REQUIREMENTS

A. At least provisional certification at the elementary or secondary level.

B. Other general requirements of the School (see page 32).

C. Master's degree or its equivalent.

DEGREE REQUIREMENTS

A minimum of 66 credits beyond the master's degree or its equivalent.

COURSE REQUIREMENTS

A. Reading and advanced curriculum: 30 credits

B. Linguistics and language and behavior: 12 credits

C. Psychology, measurement, and research: 18-21 credits

D. Doctoral seminar: 6 credits

E. Supplementary courses or substitute course from one of eight areas:

Research and statistics
Administration and group processes
Communication and linguistics
Literature
Psychology and development
Clinical remediation
Curriculum
Minority group studies

Courses offered in this department are numbered as follows:

A. Social, Philosophical, and Historical Foundations:	ED 100-ED 199
B. Elementary Curriculum, Methods, Materials, and Problems:	ED 200-ED 299

C. Secondary Curriculum, Methods, Materials, and Problems:	ED 300-ED 399
D. Integrative Seminars:	ED 400-ED 499
E. Administration and Supervision:	ED 500-ED 599
F. General Curriculum, Methods, Materials, and Problems:	ED 600-ED 699
G. Doctoral Courses and Seminars:	ED 700-ED 799

H. Communication and Linguistics
I. English and World Literature
J. Mass Media
K. Speech
L. History
M. Sociology and Anthropology

See page 52.

JE Courses in Jewish Education

The Isidore and Rose Silverstein Department of Jewish Education was named in honor of the beloved parents of Mrs. Estelle Ferkauf. It offers programs leading to the degrees of Master of Science and Doctor of Education. The Master's degree programs are intended to prepare students with adequate Hebraic background for careers in Jewish education and to improve the effectiveness of teachers in Jewish elementary and secondary schools. The programs are also designed to enable qualified men and women to prepare for increased responsibility in the field of Jewish education.

Admission to the Master of Science degree program is open to applicants who present an earned bachelor's degree. The joint Bachelor of Arts-Master of Science degree program, offered in conjunction with the University's Stern College for Women, enables selected seniors to earn up to 12 graduate credits toward the degree of Master of Science in Jewish elementary or scondary education.

Upon completion of Master's degree requirements and up to 12 additional credits in Jewish studies, students may qualify for a Teacher's Certificate from the National

Board of License of the American Association for Jewish Education, or the New York Board of License affiliated with the Board of Jewish Education. While pursuing coursework toward the degree, regular students in the department are eligible to receive teaching permits from the New York Board of License.

The Doctoral program in administration and supervision is designed to prepare students for effective leadership in Jewish education. It derives from a multibased focus on leadership in instruction, curriculum design, personnel management, social action, Jewish scholarship, and educational research. Courses fulfilling degree requirements are offered in the Departments of Curriculum and Instruction, and Educational Psychology and Guidance, as well as in the Department of Jewish Education. Upon completion of the program, students may qualify for principal certification by the National Board of License of the American Association for Jewish Education or the New York Board of License affiliated with the Board of Jewish Education.

JEWISH ELEMENTARY EDUCATION: MASTER OF SCIENCE

ADMISSION REQUIREMENTS

A bachelor's degree or equivalent; appropriate background in Jewish studies; evidence of promise as elementary school teacher.

DEGREE REQUIREMENTS

34 credits; comprehension of, and fluency in, the Hebrew language; and a comprehensive examination or research paper.

COURSE REQUIREMENTS

A. FOUNDATIONS OF JEWISH EDUCATION

6 credits selected from the following:

JE 101	History of Jewish Education (H)
JE 103	Contemporary Jewish Education
JE 104.1a (104.2a; 104.3a)	Issues in Jewish Education
JE 121	Jewish Education in Talmudic and Gaonic Times (H)
JE 151	Philosophy of Jewish Education
JE 161	Social Foundations of Jewish Education

B. METHODS AND MATERIALS OF JEWISH EDUCATION

8 credits selected from the following:

JE 201	Classroom Management in Jewish Education
JE 213.1 (JE 213.1a)	Teaching Jewish Studies I (H)
JE 213.2 (JE 213.2a)	Teaching Jewish Studies II (H)
JE 221 (JE 221a)	Principles of Guidance and Jewish Teaching
JE 227 (JE 227a)	Adult Jewish Education
JE 229a	Student Teaching in Jewish Elementary Schools (H)
JE 229.1a	Seminar in Jewish Elementary Education
JE 231 (JE 231a)	Curriculum and Materials for Jewish Education
JE 251 (JE 251a)	Curriculum Analysis in Jewish Education

C. JEWISH STUDIES; HEBREW LANGUAGE AND LITERATURE

8 credits selected from the following:

JE 304a	The Hebrew Language (Ulpan Method)—Advanced (H) or demonstration of proficiency in spoken Hebrew
JE 307a	Hebrew Grammar and Composition (H)
JE 313 (JE 313a)	Themes in Hebrew Literature (H)
JE 331	Approaches to Jewish History (H)

JE 337	History and Geography of Israel (H)
JE 351	Interpretation of Jewish History (H)
JE 361	Jewish Liturgy (H)
JE 363	The Growth of Halakhah (H)
JE 391	Selections From Later Prophets (H)
JE 392	The Poetry of the Bible (H)
JE 393	Educational Concepts in the Bible (H)
JE 394	The Wisdom Literature of the Bible (H)

D. PSYCHOLOGY

JE 181	Personality Appraisal and Jewish Education

3 credits selected from the following:

PG 110	Educational Psychology
PG 200.3	Child Development and Learning
PG 205	Social Psychology of Education

E. GENERAL EDUCATION

3 credits selected from the following:

ED 101	Social Foundations of Urban Education
ED 107	History of Educational Thought
ED 211	Teaching Language Arts, Elementary N-6
ED 212	Teaching Reading, Elementary N-6
ED 213	Teaching Mathematics, Elementary N-6
ED 214	Teaching Social Studies, Elementary N-6
ED 215	Science for Elementary Schools N-6

F. GUIDED ELECTIVE

Distribution requirements may be adjusted for students with special backgrounds and strengths.

JEWISH SECONDARY EDUCATION: MASTER OF SCIENCE

ADMISSION REQUIREMENTS

A bachelor's degree or equivalent; intensive background in Hebraica; rabbinic ordination or completion of a recognized undergraduate program in Hebrew studies, or the equivalent; fluency in Hebrew language; evidence of promise as secondary school teacher.

DEGREE REQUIREMENTS

36 credits; comprehensive examination or thesis. Students without previous teaching experience must complete JE 230a Student Teaching in Jewish Secondary Schools and JE 230.1a Seminar in Jewish Secondary Education.

COURSE REQUIREMENTS

A. FOUNDATIONS OF JEWISH EDUCATION

3 credits selected from the following:

JE 101	History of Jewish Education (H)
JE 103	Contemporary Jewish Education
JE 104.1a (104.2a; 104.3a)	Issues in Jewish Education
JE 121	Jewish Education in Talmudic and Gaonic Times (H)
JE 151	Philosophy of Jewish Education
JE 153	The Jewish Tradition and Western Education
JE 161	Social Foundations of Jewish Education

B. METHODS AND MATERIALS OF JEWISH EDUCATION

5 credits selected from the following:

JE 215 (JE 215a)	Teaching Hebraica in Jewish Secondary Schools (H)
JE 221 (JE 221a)	Principles of Guidance and Jewish Teaching

JE 230a	Student Teaching in Jewish Secondary Schools (H)
JE 230.1a	Seminar in Jewish Secondary Education
JE 271 (JE 271a)	Jewish School Management

C. JEWISH STUDIES; HEBREW LANGUAGE AND LITERATURE

JE 351	Interpretations of Jewish History (H)
JE 363	The Growth of Halakhah (H)
JE 397	The Bible in Light of Modern Archaeology

6 credits selected from the following:

JE 307a	Hebrew Grammer and Composition (H)
JE 313 (JE 313a)	Themes in Hebrew Literature (H)
JE 331	Approaches to Jewish History (H)
JE 337	History and Geography of Israel (H)
JE 361	Jewish Liturgy (H)
JE 391	Selections From Later Prophets (H)
JE 392	The Poetry of the Bible (H)
JE 393	Educational Concepts in the Bible (H)
JE 394	The Wisdom Literature of the Bible (H)
JE 396	History of Biblical Exegesis (H)

D. PSYCHOLOGY

JE 181	Personality Appraisal and Jewish Education
PG 200.4	Adolescent Development and Learning

E. METHODS AND MATERIALS OF GENERAL EDUCATION

3 credits selected from the following:

ED 101	Social Foundations of Urban Education
ED 107	History of Educational Thought
ED 300	The Secondary School Curriculum
ED 311	Teaching English, Secondary 7-12

F. GUIDED ELECTIVES

Distribution requirements may be adjusted for students with special backgrounds and strengths.

ADMINISTRATION AND SUPERVISION OF JEWISH EDUCATION: DOCTOR OF EDUCATION

ADMISSION REQUIREMENTS

A. Master's degree in humanities, social sciences, or behavioral sciences.

B. A minimum of 6 credits in education and 6 credits in behavioral sciences.

C. Advanced knowledge of Jewish studies: a bachelor's degree in Hebraic studies or equivalent; or rabbinic ordination or equivalent.

D. Fluency in Hebrew language.

E. An approved teacher's credential.

F. At least 3 years of teaching experience in an accredited school.

G. Evidence of potential for graduate work, including Graduate Record Examinations—Aptitude test.

H. Two references from former instructors and two references from former or current supervisors of professional work.

I. Recommendation by the chairman and at least one other faculty member of the Department of Jewish Education.

DEGREE REQUIREMENTS

A. A minimum of 60 credits of coursework beyond the master's degree.

B. At least one term of internship (300 hours).

C. Doctoral certifying and comprehensive examinations.

D. Doctoral seminar (included in credit requirements).

E. Doctoral dissertation.

CREDIT DISTRIBUTION

Foundations of Jewish Education	12 credits
Methods and Materials of Education	9
Educational Administration and Supervision	12
Jewish Studies	12
Research Methods	6
Electives	9
	60 credits

Distribution requirements may be adjusted for students with special backgrounds and strengths.

COURSE REQUIREMENTS

A. FOUNDATIONS OF JEWISH EDUCATION 12 credits

1. Social and Psychological Foundations

6 credits selected from the following:

JE 165	Sociology of the American Jewish Community
JE 171	Sociology of Religion
JE 182	Social and Psychological Perspectives of Jewish Youth
JE 183	Psychoanalysis and the Religious Personality
SS 521	Sociological Analysis I

2. Historical and Philosophical Foundations

6 credits selected from the following:

JE 106	Advanced Seminar in Contemporary Jewish Education
JE 122	Jewish Education in Medieval Times (H)
ED 131	Contemporary Philosophy of Education
ED 133	Existentialism and Education

B. 1) METHODS AND MATERIALS OF EDUCATION 9 credits

JE 252	Curriculum Design in Jewish Education
ED 616	New Teaching Media and Techniques

3 credits selected from the following:

JE 223	Guidance in the Jewish School: Case Studies
JE 241	Resources in Jewish Education
PG 260	Mental and Educational Measurement

B. 2) EDUCATIONAL ADMINISTRATION AND SUPERVISION 12 credits

ED 504	Laboratory in Group Development
ED 506	Theories of Organization
ED 509	School Leadership: Problems, Practices I
JE 281.2	Seminar in Supervision of Jewish Day and Supplementary Schools
JE 293a	Internship in Jewish Education I (or JE 294)

C. JEWISH STUDIES 12 credits

JE 338	Seminar in Contemporary Israel
JE 373	Trends in Modern Jewish Thought (H)

6 credits selected from the following:

JE 321	Seminar in Modern Hebrew Literature (H)
JE 342	Seminar in American Jewish History
JE 343	Problems in Modern Jewish History
JE 363	The Growth of Halakhah (H)
JE 367	Ethical Movements in Judaism (H)
JE 396	History of Biblical Exegesis (H)
JE 397	The Bible in Light of Modern Archaeology

D. RESEARCH METHODS 6 credits

JE 407	Doctoral Seminar in Jewish Education

Two of the following courses:

JE 403	Statistics I
JE 404	Statistics II
JE 405	Seminar in Judaica (H)
JE 406	Research in Jewish Education (H)

E. ELECTIVES 9 credits

Courses selected, with departmental approval, from any of the above courses and from the following:

ED 505	Leadership and Supervision
ED 510	School Leadership: Problems, Practices II
ED 583	Field Projects in School Administration I

Courses offered in this department are numbered as follows:

A. Foundations of Jewish Education:

Historical Foundations	JE 101-JE 129
Philosophical Foundations	JE 131-JE 159
Social Foundations	JE 161-JE 179
Psychological Foundations	JE 181-JE 199

B. Methods and Materials of Jewish Education:

Instruction and Guidance	JE 201-JE 229
Curriculum	JE 231-JE 259
Administration and Supervision	JE 261-JE 299

C. Jewish Studies; Hebrew Language and Literature:

Hebrew Language	JE 301-JE 309
Hebrew Literature	JE 311-JE 329
Jewish History	JE 331-JE 359
Jewish Thought and Practice	JE 361-JE 389
Biblical Literature	JE 391-JE 399

D. Research in Jewish Education: JE 401-JE 499

(H) following a course title indicates that the course is taught in Hebrew.

PS Courses in Psychology

The Department of Psychology offers programs in clinical psychology (accredited by the American Psychological Association), experimental psychology, and social psychology, leading to the Doctor of Philosophy degree. These programs are registered by the New York State Education Department for admission of their graduates to the examination for certification as psychologist.

Programs stress 1) a theoretical outlook emphasizing basic cognitive processes and 2) integration of subject matter and methodology, with a view toward developing

a critical scientific attitude concerning research on fundamental problems. Applicants may apply to be evaluated as candidates for the degree of Doctor of Philosophy in any one of the three programs below, or as Master of Arts degree candidates in experimental or social psychology. Doctoral students in those two programs may require their Master's degree during the course of their studies, as described on page 84. Admission to departmental courses is generally limited to students enrolled in this department. However, qualified students from other departments may enroll in various courses with the permission of the instructor. Applicants are advised to acquaint themselves with the departmental bulletin which covers in detail requirements for admission, credits, degrees, and the recommended courses for each program.

DOCTOR OF PHILOSOPHY

DEGREE REQUIREMENTS

72-76 credits, depending on the program (see below). Other requirements are: completion of doctoral certification, predoctoral research, passing of two foreign language examinations or one foreign language and PS 404, passing of the doctoral comprehensive examination, submission of an approved doctoral dissertation. A year of internship is required of students in clinical psychology.

CLINICAL PSYCHOLOGY PROGRAM

76 credits

The clinical psychology program focuses on the knowledge and techniques of the diagnostician and therapist within the broader framework of developing a critical scientific attitude toward cognitive organization. In the first year the student is introduced to concrete, clinically relevant material by which he is sensitized to the importance of detailed observations in the various settings of psychological testing, interviewing, and psychotherapy. Through

a broad range of courses (including personality, child development, memory and thinking, and social) selected with adviser consultation, a variety of conceptual content provides the basis for the student's initial judgment regarding a predoctoral thesis problem. This research may serve as a pilot for later dissertation work. During each of the three years prior to internship, content courses are selected along with practicum experience and supervision in both psychological appraisal and intensive psychotherapy. Also during this time, initial steps are made to develop a dissertation problem which may be worked on during the internship year.

A crisis intervention program, initiated during the 1970-71 year, includes a curriculum in suicidology, research efforts, and an emergency clinic.

To facilitate admission to the clinical psychology program, applications must be completed and filed with the Admissions Office by February 1. A completed application includes all transcripts of undergraduate and graduate studies, Graduate Record Examinations scores, and two letters of recommendation.

EXPERIMENTAL PSYCHOLOGY PROGRAM

72 credits

The experimental psychology program is designed to prepare teachers and researchers. Students entering the program are advised to begin research as soon as possible, and are expected to acquire general competence in a range of areas within experimental psychology and special expertise in one. Areas include physiological and comparative, learning and performance, perception and psychophysics, attention, memory, and language. Normally students acquire some basic competence in these through courses and seminars, but there is no rigid set of courses required for all. Rather, each student's schedule is allowed to reflect his individual background and interests.

SOCIAL PSYCHOLOGY PROGRAM

72 credits

The social psychology program offers courses in the theories and methodologies which provide a foundation for teaching and research. Students are expected to acquire general competence in a range of areas in the field, and specialize in one through research under the sponsorship of a faculty member. Areas include attitude change, judgment, social perception, aggression, interpersonal relations, and phenomenology. Each student is expected to begin research early, and is assisted in preparing a schedule that meets his interests and is at the same time well balanced.

MASTER OF ARTS

Experimental and Social Psychology Only

DEGREE REQUIREMENTS

33 credits, meeting the certifying requirement, and completing the predoctoral research requirement (Master's-level thesis).

Courses offered in this department are numbered as follows:

A. General and Core Courses:	PS 400-PS 499
B. Clinical Psychology:	PS 500-PS 599
C. Experimental Psychology and Social Psychology:	PS 600-PS 699

SE Courses in Special Education

The Department of Special Education offers programs leading to the degree of Master of Science, the Specialist's Certificate, and the degrees of Doctor of Education and Doctor of Philosophy. While completing degree requirements at the master's degree level, the student may ac-

quire state certification as a specialized teacher in one area of the education of exceptional children. Certificated teachers in special education may advance their knowledge through more extensive work in their field either as candidates for the Master of Science degree or as candidates for the Specialist's Certificate, a program beyond the master's level.

At the doctoral level, students are prepared as college and university teachers, and research scientists in special education.

The curriculum provides wide experiences ranging from lectures and seminars to practicums and internships. Facilities in nearby schools, institutions, clinics, and hospitals are utilized. Agency cooperation and supervision are an integral part of the program.

Doctoral students are admitted to either the Doctor of Education or Doctor of Philosophy degree programs, depending on their goals and previous preparation. All programs must be planned with a departmental adviser.

ADMISSION REQUIREMENTS

Students who plan to study toward a degree or certificate program in special education must submit scores on the Graduate Record Examinations (the Aptitude test and Advanced test in education).

Applicants for admission to teacher certification programs or degree programs with teaching as a goal must have met requirements for certification in teaching at the elementary level. Applicants for advanced certificate or degree programs must have basic preparation in a field or fields appropriate for the program to which admission is sought.

CERTIFICATION

Ferkauf Graduate School offers an approved master's degree program leading to New York State Certification for teaching mentally retarded children. Students interested in this program should consult with a member of the Department of Special Education.

MASTER OF SCIENCE

Students in Master of Science programs must ordinarily complete 33-36 credits, depending on the type of program in which they are enrolled and their previous professional preparation, and pass a comprehensive final examination. Program patterns for the Master of Science degree in Special Education with a major in Mental Retardation, in the Education of Behaviorally Disturbed Children, and in Learning Disabilities have been developed for the guidance of current students and interested applicants. Applicants should indicate their area of interest and previous preparation in special education.

Educational Foundations: 3 credits
Psychological and Sociological Foundations: 6-9 credits
Special Education Major Field: 24 credits

SPECIALIST'S CERTIFICATE

This department offers post-master's programs leading to Specialist's Certificates attesting to competence in special educational services. Specific requirements for this certificate are determined following a review of the student's scholastic record, experience, and needs. General requirements are:

ADMISSION REQUIREMENTS

A. One year of appropriate experience prior to formal study in the program.

B. Master's degree, or its equivalent, appropriate to the area of study or specialization.

DEGREE REQUIREMENTS

A. A minimum of 60 credits beyond the bachelor's degree.

B. A comprehensive final examination.

Acceptance as a candidate for the Specialist's Certificate is limited to highly promising and experienced students whose primary objective is enhancement of professional performance in their chosen concentration.

DOCTOR OF EDUCATION

DEGREE REQUIREMENTS

A. Successful completion of all required coursework and certifying and final comprehensive examinations.

B. Preparation and successful oral defense of a doctoral dissertation which represents a significant contribution to thought or extension of knowledge.

C. Evident promise of a superior level of professional performance, ethical conduct, and leadership in the field of special education.

D. Students concentrate in one of two areas: mental retardation or emotional disturbance.

E. Credit distribution:

1. Master's degree in an area specific to or related to special education, rehabilitation, or the equivalent.
2. 60-66 credits beyond the master's degree.
3. Study beyond the bachelor's degree (1 and 2 above) must total a minimum of 94 credits distributed as follows—

   Educational Foundations: 6 credits
   Psychological and Research Foundations: 18-24 credits
   Counseling and Guidance: 6 credits
   Sociology: 9 credits
   Special Education and Rehabilitation: 40-48 credits
   Electives: 12 credits

DOCTOR OF PHILOSOPHY

DEGREE REQUIREMENTS

A. Successsful completion of all required coursework, language requirements, certifying and final comprehensive examinations.

B. Preparation and successful oral defense of a doctoral dissertation which represents an original contribution to knowledge.

C. Evident promise of a superior level of professional performance, ethical conduct, and research competency in the field of special education.

D. Students concentrate in one of two areas: mental retardation or emotional disturbance.

E. Credit distribution:

1. A master's degree in an area specific to or related to special education, rehabilitation, or the equivalent.
2. 60-66 credits beyond the master's degree.
3. Study beyond the bachelor's degree (1 and 2 above) must total a minimum of 94 credits distributed as follows—

   Educational Foundations: 6 credits
   Psychological and Research Foundations: 18-30 credits
   Counseling and Guidance: 3-6 credits
   Sociology: 9 credits
   Special Education and Rehabilitation: 40-48 credits
   Electives: 12 credits

Courses offered in this department are numbered as follows:

A. Master's-Level Courses:	SE 100-SE 199
B. Advanced Master's Level and Beginning Doctoral-Level Courses:	SE 200-SE 299
C. Doctoral-Level Courses:	SE 300-SE 399

Registration for all courses numbered above 130 requires permission of the department. Prerequisites apply to all students.

EMPLOYER'S EXHIBIT No. 22-D

YESHIVA UNIVERSITY
WURZWEILER
SCHOOL OF
SOCIAL WORK

CATALOG 1972-74

55 FIFTH AVENUE • NEW YORK, N.Y. 10003

Wurzweiler School of Social Work

Administration

William A. Rosenthal, D.S.W.	Acting Dean
Solomon H. Green, D.S.W.	Assistant Dean

Faculty

Naomi R. Abramowitz, Assistant Professor of Social Work. B.A., University of Miami; M.S.W., Tulane University; Ed.D., Columbia University.

Esther Appelberg, Professor of Social Work. M.S.S.A., D.S.W., Case Western Reserve University.

Aaron H. Beckerman, Assistant Professor of Social Work. B.A., New York University; M.S.W., University of Pennsylvania; D.S.W., Columbia University.

Harriet Feiner, Assistant Professor of Social Work. B.A., Hunter College; M.S.W., Yeshiva University.

Leah Glass, Instructor in Sociology, Yeshiva College. B.A., Berea College; M.A., New York University.

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Everett E. Wilson. Professor of Social Work. B.S., Pennsylvania State Teachers College; M.S.W., University of Pennsylvania.

FIELD INSTRUCTORS

Joyce Abrams, Beth Israel Hospital, New York. B.A., Brandeis University; M.S.W., New York University.

Sara Adler, Jewish Community Services of Long Island. B.A., M.S.W., Hunter College.

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Gilbert S. Gordon, Brooklyn State Hospital. B.A., Hunter College; M.S.W., Yeshiva University.

Chaim Gruenwald, Educational Alliance. B.S., Brooklyn College; M.S.W., New York University.

Edward Grupper, Rockland County Community Mental Health Center. B.S., City College of New York; M.S., Columbia University.

Sidney Halpern, Hebrew Educational Society. B.A., M.S., City College of New York; M.S.W., Yeshiva University.

Kevin Harvey, Jewish Board of Guardians. B.S., St. Peter's College; M.S.W., St. Louis University.

Lillian Hershkowitz, Abraham Jacobi Hospital. B.A., Sir George Williams University; M.S.W., McGill University.

Esther Heyman, Jewish Child Care Association of New York. B.A., Wayne State University; M.S.W., Yeshiva University.

Bonnie Horen, Jewish Family Service. B.A., Bryn Mawr College; M.A., Temple University.

Bert Jahr, Young Men's and Young Women's Hebrew Association of Mount Vernon. B.A., Brooklyn College; M.S.W., New York University.

Stanley Jaslow, Henrietta and Stuard Hirschman Young Men's and Young Women's Hebrew Association of Coney Island. B.A., Brooklyn College; M.S.W., Adelphi University.

Sandra Kahn, Emanu-El Midtown Young Men's and Young Women's Hebrew Association. B.A., Brooklyn College; M.S., Columbia University.

Dorothy Kaiser, Veterans Administration Hospital. B.A., Antioch College; M.S.S., Smith College.

Eugene Kaminsky, Shorefront Young Men's and Young Women's Hebrew Associations of Brooklyn. B.S., City College of New York; M.S., Columbia University.

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Lester Kaufman, Ohel Children's Home. B.A., M.S.W., Yeshiva University.

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Anita Kerman, Greenwich House. B.A., Pennsylvania State University.

Barbara B. Klein, Louise Wise Services. B.A., Smith College; M.S., Columbia University.

Tesse Kosoff, Jewish Child Care Association of New York. B.A., Hunter College; M.S., Columbia University.

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Harriet Leavitt, Nathan B. Van Etten Hospital. B.A., City College of New York; M.S., Columbia University.

Sarah Lederman, Jewish Association for Services to the Aged. B.A., Hunter College; M.S., Columbia University.

Marcia Lehrman, Jewish Community Services of Long Island. B.A., Hunter College; M.S.W., University of Pennsylvania.

Theda Lerner, Spence-Chapin Adoption Service. B.A., Hunter College; M.S., Columbia University.

Celia Levine, Bureau of Child Guidance. B.A., Ratcliffe College; M.S.W., Smith College.

Constance Levitan, Karen Horney Clinic. B.A., M.S.W., McGill University.

Barbara Lidsky, Maimonides Medical Center. B.S., M.S.W., New York University.

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Catherine Malfi, Nathan B. Van Etten Hospital. B.A., State University at Buffalo; M.S.W., Fordam University.

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Arthur Schwartz, Soundview-Throgs Neck Community Mental Health Center. B.A., Alfred University; M.S., Columbia University.

Herbert Schwartz, East Flatbush-Rugby Young Men's and Young Women's Hebrew Association. B.A., Brooklyn College; M.S.W., Yeshiva University.

Carl Shackman, Eastern Union County Young Men's and Young Women's Hebrew Association. B.A., Brooklyn College; M.S.W., Adelphia University.

Josephine Scott, Bureau of Child Guidance. B.S., M.S.W., New York University.

Donna Simonie, Department of Social Services. B.S., University of Wisconsin; M.S.W., New York University.

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Frances Sosnoff, 92nd Street Young Men's and Young Women's Hebrew Association. B.A., M.S.W., Hunter College.

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Gusta Thaun, Spence-Chapin Adoption Service. B.A., Hunter College; M.S., D.S.W., Columbia University.

Edith Thomas, Bronx State Hospital. B.A., Howard University; M.S., Boston University.

Alma Williams, Soundview-Throgs Neck Community Mental Health Center. B.A., Lincoln University; M.S.W., Atlanta University.

Ruth Wilson, Jewish Child Care Association of New York. B.A., University of Kansas; M.W.S., Carnegie-Mellon University.

Celia Wolsky, Bronx-Lebanon Hospital Center. B.S., City College of New York; M.S., Columbia University.

Phyllis Zeigler, Abraham Jacobi Hospital. B.A., Boston University; M.S., Columbia University.

Herman L. Zimmerman, Young Men's and Young Women's Hebrew Association of Greater Flushing. B.A., Brooklyn College; M.S., Columbia University.

Yeshiva University

Yeshiva University is a private institution under Jewish auspices chartered by the State of New York; it is accredited by the Middle States Association of Colleges and Secondary Schools and by specialized professional agencies and is a member of the College Entrance Examination Board. The undergraduate colleges and a graduate schools of natural sciences, social sciences, and humanities offer programs leading to bachelor's, master's and doctoral degrees.

In addition to its extensive teaching programs, the University conducts a network of affiliates, community service agencies, and a widespread program of research, and publishes several scholarly journals.

Yeshiva University traces its origins to Yeshiva Eitz Chaim, founded in 1886 on New York's Lower East Side. Ten years later the Rabbi Isaac Elchanan Theological

Seminary was founded there, and in 1915 the two schools merged under the name of the latter.

Under the dynamic leadership of Dr. Bernard Revel, who served as president from 1915 until his death in 1940, the institution embarked on a plan of educational development and growth. In 1929 the institution moved to its present Main Center in Manhattan's Washington Heights. Liberal arts programs began with the establishment of Yeshiva College in 1928, and the first graduate curriculum—in Semitics—was introduced in 1935.

The University's five undergraduate schools and seven graduate schools are located in Manhattan (Main Center, Washington Heights; Midtown Center, 245 Lexington Avenue; Graduate Center, 55 Fifth Avenue) and the Bronx (Eastchester Road and Morris Park Avenue). The Main, Midtown, and Bronx Centers have dormitory and dining facilities. Each school is so conducted as to assure friendly, informal, and educationally sound relationships between students and faculty. All units thus retain the character and virtues of small institutions.

The Mendel Gottesman Library at the Main Center is a $5,000,000, six-story, block-long central university library with a capacity of 500,000 volumes. Here are the Jesselson Museum, University Archives, and Rare Book and Manuscript Room. In addition there are specialized libraries at all the centers.

Its present programs and plans for the future reflect Yeshiva University's ever-growing concern with America's most pressing needs. For more than eight decades the University has taken a position of leadership in higher education, serving the community and the nation as a whole.

Wurzweiler School of Social Work

Wurzweiler School of Social Work, established in 1957, represented the culmination of efforts which persisted over half a century to establish Jewish-sponsored social work education. It is the first graduate social work educational program under Jewish auspices in a university setting.

The School is accredited by the Council on Social Work Education.

The moral, ethical, and spiritual foundations of social work are of special interest to the School. Particular emphasis is placed on the infinite worth of each individual and the obligations of social justice as the base for social work values—principles basic to Judaism.

The study of culture in relation to social work generally, and the study of Jewish cultural forces affecting social welfare within the Jewish community specifically, are integral parts of the School's program.

Relationships are maintained with the general field of social welfare—locally, nationally, and internationally—as well as with Jewish communal services both at home and abroad.

The School prepares both men and women for service in the Jewish and general community. A two-year graduate program of full-time study is offered, leading to the Master of Social Work degree. Students who already hold a master's degree may pursue a three-year program, beyond the M.S.W., leading to the Doctor of Social Welfare degree.

The objective of the Master's degree program is to educate students so that they may become competent social workers with the necessary knowledge, attitudes, and skills for beginning practice in a variety of settings. It aims to prepare well-qualified persons who will have a deep sense of social responsibility and a foundation, both in motivation and understanding, from which they can continue to pursue new knowledge and so render more effective social service. Graduates are expected to combine a high quality of skill in the social work processes with deep concern for social policies.

The objective of the Doctoral degree program is to further the education of selected social workers for creative and scholarly leadership in social work practice, education, social policy, planning, and research, particularly in Jewish communal service.

LIBRARY

Students may utilize the resources of the Graduate Center Library. The social work section includes the library of the Training Bureau for Jewish Communal Service, terminated in 1951. Special collections are the William Posner Collection on the Care of the Aging and the William Steinberg Collection on Community Organization, which honors the memory of an alumnus. In addition, study and research materials are available at five other Yeshiva University libraries.

ALUMNI ASSOCIATION OF WURZWEILER SCHOOL OF SOCIAL WORK

The Alumni Association of Wurzweiler School of Social Work enables graduates to maintain close relationships with fellow students and faculty members and to aid in the development of the School. Through meetings and various other events, members share mutual professional interests and knowledge. *The Jewish Social Work Forum*, a semiannual journal published by the Association, provides professional articles of concern to persons engaged in this field.

The operations of the Alumni Association of Wurzweiler School of Social Work and all other University alumni groups are coordinated by the Alumni Office, Yeshiva University, 500 West 185th Street, New York, N.Y. 10033.

SOCIAL WORK AS A PROFESSION

The profession of social work offers a promising career to men and women who are interested in human service. The development of social welfare services in recent years has created a demand for qualified personnel. The improved status of social work as a profession has raised salary standards to the highest point in the history of social work. Openings exist in government and voluntary agencies, with positions available in the Jewish field in this country and abroad, where there is an increasing

demand for professionally prepared personnel with knowledge of Jewish communal institutions and values.

Social workers, engaged in the exacting and exciting task of serving their fellow men, require both knowledge and skill. Much of this knowledge comes increasingly from the human sciences which undergird the various human service professions. The Master's degree program provides the requisite knowledge and develops the essential skills for beginning practice. Contemporary social and professional problems confronting social work in particular and society in general require—at the Doctoral level—scholarly practitioners and leaders to work for constructive solutions.

The profession of social work answers with a ringing affirmative the Biblical question, "Am I my brother's keeper?" The social worker's daily activities not only test his capacity and commitment, but provide a vital demonstration of his deep belief that all men are brothers and that he is dedicated to their service.

CURRICULUMS

Master of Social Work

The Master of Social Work degree program is organized in accordance with the curriculum policy of the Council on Social Work Education. Courses are grouped under the following headings: Social Work Practice, Social Services, Man-in-Society. The School has enriched the basic curriculum by including content designed to provide the student with knowledge and understanding of the purpose and ethos of Jewish social services.

Social Work Practice

The student gains a knowledge of social work practice through a planned sequence of courses designed to stimulate a scientific attitude of mind and a disciplined approach to social problems and human relationships. Class and field instruction are integrated and provide continuity in learning and progression from the simple to the more complex. Such progression has its best beginning in person-to-person, person-to-group, and person-to-community practice in which the interplay of social influences and psychological forces may be observed with greatest clarity. In this practice the student learns to utilize professional methods and to apply his increasing knowledge in the most effective manner.

In addition to the concentration which the student selects in social casework, social group work, or community organization, opportunities are provided for developing familiarity with the other methods in social work practice. The School emphasizes research as part of professional education and social work practice.

Class and field instructors share responsibility for assisting the student to develop proficiency in using professional skill and knowledge about individual and group behavior and social organization.

Social Services

A deep understanding of the social services is acquired through study of current social-welfare programs under public and voluntary auspices, together with their historical development and progress toward meeting the needs of the people. This area includes: study of the social services as they are affected by social, legal, political, and economic influences; evaluation of the social services in relation to the social and individual needs which they are designed to meet; analysis of the contributions of social work leaders; and an appraisal of the role of the social work profession in the formulation and execution of progressive social policy. Attention is given to the range, variety, and interrelationships of social welfare programs and their actual implementation in the light of accepted standards. To prepare the student for professional practice in the Jewish community, the philosophy, structure, and programs of Jewish communal institutions are studied.

Man-in-Society

The study of human behavior provides an indispensable base for all social work activity. Opportunities are afforded for the student to develop insight into his own feelings and behavior in order to foster self-understanding for professional use of self. Physical, mental, and emotional growth are considered in the light of social, cultural, and spiritual influences upon the development and functioning of the individual. This requires study of the individual from the primary patterning of early family relationships through the subsequent periods of life. Study of the interaction between the individual and his environment accompanies consideration of each stage of development. Attention is also given to deviations from the normal as manifested in social and emotional difficulties, and in physical or mental disability. Basic knowledge and understanding are acquired concerning group behavior and group relationships as they affect or are affected by the personalities, needs, and interests of the group members. Stress is placed on understanding personality-in-culture, with particular attention to the Jew in American society as a special instance of man-in-society.

AREAS OF CONCENTRATION

The School offers concentrations in social group work, social casework, and community organization. The nature of the field placement and of the practice sequence is determined by the student's choice of area of concentration. All students follow the same program of study in Social Services and Man-in-Society regardless of their area of concentration.

STUDENT ADVISING

To help carry forward the individualized nature of the School's program, each student is assigned a faculty adviser who works closely with him in all aspects of his relationship to the School. Faculty advisers hold periodic conferences with students and field instructors, and are readily available for consultation.

FIELD INSTRUCTION

Social work is a "doing" profession. Therefore students learn through supervised field practice in social agencies. The field instruction requirement for the Master's degree includes a minimum of 1,260 hours of field instruction concurrent with classroom courses. Ordinarily each student has a placement of approximately 630 hours during each academic year. This affords the opportunity for practical educational experience in two different agencies.

The social welfare resources of the metropolitan area offer a wide variety of field placement opportunities in excellent agencies under well-qualified supervisors. Students are placed on an individual basis and close liaison is maintained between the student's faculty adviser and his field instructor.

The following social agencies offered placements for field instruction during the academic year 1971-72:

Altro Health and Rehabilitation Services, Inc.

Bernard M. Baruch College

Beth Israel Hospital, New York

Beth Israel Hospital, Newark

Bronx House

Bronx-Lebanon Hospital Center

Bronx State Hospital

Brooklyn State Hospital

Bureau of Child Guidance

Department of Social Services, City of New York

Downstate Medical Center

East Flatbush-Rugby Young Men's and Young Women's Hebrew Association

Eastern Union County Young Men's and Young Women's Association

Educational Alliance

Edwin B. Elson Young Men's and Young Women's Hebrew Association of Brighton Beach

Emanu-El Midtown Young Men's and Young Women's Hebrew Association

FDR Veterans Administration Hospital

French Hospital

Greenwich House

Hebrew Educational Society

Henry Street Settlement

Henrietta and Stuard Hirschman Young Men's and Young Women's Hebrew Association of Coney Island

Karen Horney Clinic

Abraham Jacobi Hospital

Jewish Association for Services to the Aged

Jewish Board of Guardians

Jewish Child Care Association of New York

Jewish Community Center of Englewood

Jewish Community Center of Staten Island

Jewish Family and Children's Service of Paterson

Jewish Family Service

Jewish Guild for the Blind

Kennedy Child Study Center

Maimonides Community Mental Health Center

92nd Street Young Men's and Young Women's Hebrew Association

Ohel Children's Home

Pleasantville Cottage School

Riverdale Young Men's and Young Women's Hebrew Association

Rockland County Community Mental Health Center

Selfhelp, Inc.

Soundview-Throgs Neck Community Mental Health Center

South Shore Young Men's and Young Women's Hebrew Association

Spence-Chapin Adoption Service

Nathan B. Van Etten Hospital

Louise Wise Services

Young Men's and Young Women's Hebrew Association of Essex County

Young Men's and Young Women's Hebrew Association of Greater Flushing

Young Men's and Young Women's Hebrew Association of Mount Vernon

DOCTOR OF SOCIAL WELFARE

The Doctor of Social Welfare degree program is designed to further the education of selected social workers for creative and scholarly leadership in social work practice, education, social policy, planning, and research, particularly in Jewish communal service.

Candidates integrate practice experience with concepts drawn from the knowledge base of social work and related disciplines. Content and direction of elective and required seminars are developed by students and faculty to satisfy individual interests and requirements.

Contemporary social and professional issues confronting social work, with special significance for Jewish communal service, provide a focus for the understanding of social work philosophy, knowledge, and values. Through independent and creative scholarship, candidates exam-

ine, clarify, and evaluate the appropriateness of social work practice as an institutionally based professional activity within the structure of American society and Jewish communal life.

First-year field study, guided by a field consultant and faculty preceptor, offers the opportunity to test social work methods and programs in selected agencies through systematic innovation and experimentation.

In 1971-72, doctoral field study assignments were carried out at the following:

Adelphi University School of Social Work

Columbia University School of Social Work

Community Council of New York

Montefiore Hospital and Medical Center

Rockland Community College

SPECIAL PROGRAMS

In cooperation with the Federation of Jewish Philanthropies of New York, the School is introducing, effective September 1972, a community organization concentration. This two-year program leading to the Master of Social Work degree is parallel to the existing casework and group work concentrations. In addition to financing the School's William E. Wiener Chair in Jewish Communal Organization, the Federation is making its lay and professional leadership and network of services available for field instruction and educational enrichment opportunities. A limited number of fellowships are available.

The Psychiatric Social Work Training Project, financed by the National Institute of Mental Health, was initiated in 1961 by Wurzweiler School of Social Work with the cooperation of the Department of Psychiatry of Abraham Jacobi Hospital and Albert Einstein College of Medicine of Yeshiva University. It is designed to develop social group work services and field instruction placements in

the Department of Psychiatry for social group work students. Stipends are available to selected students for the two-year period of social work education. During their second year they are placed for field instruction in the Department of Psychiatry of Abraham Jacobi Hospital or another psychiatric setting.

The Social Group Work Training Project is conducted in collaboration with the East Flatbush-Rugby Young Men's and Young Women's Hebrew Association and has been financed since 1967 by the National Institute of Mental Health. The project, providing stipends to selected students, is designed to explore the relationship between a social agency and a school of social work in the social work educational process. It aims to improve this relationship to enhance the quality of the education offered at the Wurzweiler School.

Begun in 1971 as an experiment and cosponsored by the Jewish Agency and American Zionist Youth Foundation, the Summer Program in Israel is moving toward permanent status. Plans are underway for an annual program to provide qualified and committed young social workers for Jewish social agencies in Israel and the United States. To facilitate individualized experience, as well as optimum educational quality control and cost effectiveness, 15-20 students wil be enrolled. The year-round program coordinator is to be an Israeli social work educator. Working relationships have been established with key Israeli social work institutions, in education as well as in practice. Eligibility requirements include one year of a Master of Social Work program, knowledge of the Hebrew language, and references confirming abilities and Jewish interests.

Aided by a grant from the Atran Foundation, the School invites outstanding leaders in social welfare to give lectures from time to time.

Having helped to initiate social work education programs at the University of Zambia in Africa and Bar-Ilan University in Israel, the School has a special interest in social

work and social work education in Israel, Africa, and other parts of the world.

Degree Requirements

Master of Social Work

Requirements for the degree of Master of Social Work include:

1. Prescribed courses.
2. Minimum of 1,260 hours of field instruction.
3. A substantial written document, required at the end of the second year as a culminating, integrative work reflecting the student's experience in class and field.

Courses meet at least 100 minutes a week for a semester of 15 weeks (including examinations) or the equivalent time. The normal program in a semester is four or five courses plus field instruction (21 hours a week). For transfer and other relevant purposes, each course may be considered as carrying 2 credits and field instruction 6 credits each semester.

During the 1972-73 academic year, all students are required to pursue a program with innovative curriculum features designed by a joint faculty-student curriculum committee.

All requirements must be completed within five years after admission.

Doctor of Social Welfare

Requirements for the degree of Doctor of Social Welfare include:

1. Prescribed and elective seminars.
2. One full-time year, during which two days each week are devoted to academic study and a minimum of two days each week are spent in field study.

3. Oral and written comprehensive examinations, focusing on plan of study.
4. Dissertation.

Regulations

Grades

The work of each student is graded on the following basis:

P Passed

F Failed

Inc Incomplete

V Visitor (registered for course; no qualitative grade assigned)

W Withdrew without penalty

Y Year course; June grade applies to both semesters

Withdrawal from courses requires the permission of the Office of the Dean. Unless this permission is obtained, the student will receive an F in those courses from which he has absented himself. Except under unusual circumstances, withdrawal from a course is not permitted after the first month of sessions.

Students graded Inc must complete the required work within two weeks of the close of the semester, unless permission for an extension is granted by the instructor and approved by the Office of the Dean.

Dissertation courses are graded as follows:

S Satisfactory progress; credit granted when dissertation is accepted

P Passed; dissertation accepted

R Repeat; student must retake course

Leaves of Absence

Students who are unable to return to the School because of government service, illness, personal or certain academic reasons, or who wish to study at other institutions,

must request a formal leave of absence on Form M13 if they expect to return at some future time. Students who discontinue their studies without such written approval may be denied readmission.

Three types of leaves are available:

1. *Leave with maintenance of status*—for students who are not registered for courses but are preparing for examinations or working on dissertations.
2. *Leave with maintenance of registration*—for students who are not registered for courses and are not preparing for examinations or working on dissertations.
3. *Government service leave of absence*—for students entering full-time service in the armed forces or in ACTION (Peace Corps and VISTA). No charge is made for such a leave during the period of actual service.

Sympathetic consideration will be given to a request by a student returning from an official leave who wishes to continue his course of study under the requirements in force at the time he was granted the leave.

Except for the purpose of government service, leaves will normally be granted for a maximum of two semesters.

Students must file for leaves of absence by the end of the late registration period of the semester for which the leave is desired. A student who neither registers nor secures an official leave of absence for any semester will be considered as having withdrawn from the School. Such a student who wishes to resume his studies will be required to apply for readmission.

The schedule of fees appears on page 28.

Records and Transcripts

A transcript is not issued for a student without his written request, except to another school or to a government agency. In these cases, transcripts are issued upon the request of the school or agency. A transcript is not sent

to an employer or prospective employer without the student's permission.

Records of students are sent only in the form of a transcript. No partial records are sent, or ones listing only courses without grades.

A transcript will not be issued for a student who has an overdue debt to the University or has failed to return all books to the Libraries.

A student who wishes to change either his first or last name on School records must file Form M25 in the Office of the Registrar.

Students who believe that there is an error in their academic record (e.g., in a grade, average, credit value, or course description) must promptly call this to the attention of the Office of the Registrar. Even if there has been a mistake on the part of the University, no request for a correction will be entertained unless the student notifies the Office of the Registrar within three months.

Diplomas

Duplicate or revised diplomas can be secured under certain circumstances determined by the standards accepted by American universities. Full information is given on Form G15, available in the Office of the Registrar.

Change of Address

Students who change their home or local residences are required to notify the Office of the Registrar of the change of address within 10 days on Form M29. A student is responsible for all mail sent to his old address if he has not so notified the University.

Graduation

Commencement exercises are held each June at the close of the academic year. Diplomas are issued thereafter. However, degrees may be awarded at the close of the summer, fall, and spring terms. A student applies for a degree by filing a Graduation Kit during the registration

period of the term during which he expects to complete all requirements for the degree. Final dates for filing are listed in the Academic Calendar.

Should the degree not be awarded during that term, a Graduation Kit must be refiled *every term* until the degree is awarded. Graduation fees paid initially remain valid for an additional three consecutive terms and need not be paid again unless more than two years elapse between payment and award of degree.

Student Responsibility

It is the responsibility of each student to ensure that he has observed all regulations, paid all fees, and met all course requirements, including prerequisites whenever such are required. The degree candidate should note that completion of the specified number of credits does not in itself satisfy degree requirements.

Academic Discipline

The admission of a student, his continuance upon the rolls of the School the receipt by him of academic credits, his graduation, and the conferring of any degree, diploma, or certificate upon him is entirely subject to the disciplinary powers of the School and to the student's maintaining high standards of ethical and scholarly conduct. The School is free to dismiss him at any time for infringement of these standards.

Messages

The School cannot transmit personal telephone messages to students except in dire emergency. Students should instruct their friends and family not to telephone them at the School.

Injuries

All injuries and accidents to students while engaged in classroom work will be reported by the faculty member in charge of the course. Students are required to report

immediately to the Office of the Dean any other injury suffered on University premises.

Posters and Notices

All posters and notices must be countersigned by the appropriate administrative officer of the School before they are displayed. Students should regularly examine School bulletin boards for official notices.

Use of the University's Name

No student or student organization may use the name of the University or of the Wurzweiler School in print for any purpose, including identification, without written permission from the Office of the Dean.

Admission Procedure for Regular Students

There is only one category of students accepted into the degree programs at Wurzweiler School of Social Work—Regular students. These are students who have met the admission requirements and have been accepted as candidates for the degree of Master of Social Work or Doctor of Social Welfare. A limited number of offerings may be available in the evening for Transient students who wish to enroll for courses to meet their particular needs without entering a degree program.

Under the admission policy of the University there is no discrimination in regard to sex, religion, age, race, color, or national origin.

REQUIREMENTS

Master of Social Work

1. A bachelor's degree or its equivalent from an accredited college or university.
2. Capability of performing graduate work, as indicated by satisfactory grades in undergraduate courses.
3. Personality suitable for the social work profession.

4. Good health, as indicated by a physician's certificate based on a complete physical examination.

Doctor of Social Welfare

1. A master's degree in social work from an accredited college or university. Applicants without this degree may be considered for admission but may be required to complete specified work at the master's level before admission to doctoral candidacy.
2. Intellectual competence, evidenced by superior performance in previous academic work.
3. At least three years of successful professional social work experience.
4. Personality attributes suitable for creative and scholarly leadership.
5. Good health, as indicated by a physician's certificate based on a complete physical examination.

ADMISSION PROCEDURE

1. Candidates considering applying for admission are urged to talk with the faculty of the School for help in career or course planning. Such assistance will be extended gladly at any time. Admission forms can be secured during the course of these inquiries or in response to written, personal, or telephone requests.
2. New students are admitted only for the Fall Semester. Applications should be filed before February 15 of the year in which the candidate wishes to enroll.
   a) A limited number of selected candidates may receive early notification of the decision on their application.
   b) Qualified candidates applying after February 15 may be considered as late applicants.
3. All applicants are given full consideration and are carefully reviewed after necessary documents and transcripts have been received. In some instances,

candidates may be required to have an admissions interview. For candidates whose residence does not readily permit an interview in New York, arrangements can be made for interviews elsewhere.

4. Candidates for the Master's degree are not admitted with conditions.
5. Notifications of acceptance include the requirement that a deposit of $50 be paid on receipt of the notification. This deposit is applied to the Fall Semester tiution and is not refundable. Failure to pay the deposit within two weeks of notification is deemed to constitute a withdrawal.

Since School facilities are limited and the program requires small classes and individual attention to students, the number of candidates that can be admitted is less than the number of those qualified. The Admissions Committee carefully evaluates each candidate, taking into account the application material, academic record, references, and impressions of the admissions interviewer. Decisions of the Admissions Committee are final.

ADVANCED STANDING

Students wishing to transfer or enter with advanced standing are required to meet the criteria for admission and to follow the degree requirements set by Wurzweiler School of Social Work.

Transfer credit can ordinarily be granted only for work done at another accredited school of social work within five years from the date credit is requested.

All evaluations of work done elsewhere are tentative and subject to re-evaluation on the basis of the student's work at Yeshiva University. Transfer credits may be revoked, either in whole or in part, if subsequent work, either generally or in a particular subject, is not satisfactory.

Every request for advanced standing will receive full consideration to determine what may be credited toward the degree awarded by this School, based upon evidence

of the student's previous academic standing and achievement.

The School's program is in keeping with its particular objective of preparing social workers for Jewish communal service. Accordingly it is unlikely that a transfer student who has completed the first year at another school of social work can meet all the master's degree requirements in one academic year.

EXTENDED PROGRAM

A special program is available for a limited number of Master's degree candidates who cannot meet all requirements in two years of full-time study. This program is individually designed to meet the needs of married women with children but is not limited to persons in that category.

Extended-program students have a maximum of five years in which to complete the degree requirements. A limited number of selected courses may be taken on a part-time basis. Some courses must be taken concurrently with field instruction.

There is no diminution in the degree requirements or expected standards of performance for extended-program students.

Student Finances

TUITION AND FEES

Tuition for full-time Master's degree candidates is $1,000 per semester.

Tuition for full-time Doctoral degree candidates is $1,200 per semester.

Tuition for each semester course is $130 per semester.

Tuition for extended-program students will be computed on a per-course basis, with field instruction considered as equivalent to three semester-courses ($390 per semester).

The application for admission fee is not refundable and is not credited on any subsequent bill.

Application for Admission	
Master's Program	$15.00
Doctoral Program	25.00
University Registration Fee, per semester	25.00
Student Activities Fee, per year	10.00
Graduation Fee	25.00
Transcripts of Record, each, regular service	2.00
rush service	5.00
Late Registration or Change of Program Fee	5.00
Maintenance of Registration	
Per semester	20.00
Per year	35.00

University regulations require the payment in full of all tuition and fees in order to complete registration. Make checks or money orders payable to Yeshiva University. All payments must be made directly to the Office of Student Finances; no one else is authorized by the University to accept payments. All outstanding accounts for previous academic work in any division of the University must be cleared before registration for additional credits can be approved. Students will therefore not be permitted to register until all outstanding balances have been paid.

WITHDRAWAL

Students who withdraw within the first month of sessions are eligible for a refund of 75% of the tuition paid. Registration and other fees are not refundable. Students who withdraw after this date are not eligible for a refund and are responsible for the full tuition for the entire semester.

To receive a refund the student must submit a written request to the Office of Student Finances and surrender the Student Identification Card.

FINANCIAL AID

The School makes every effort to help students who require financial assistance. Since the program of study in social work is a heavy one, part-time employment is inadvisable. University loans, covering all or part of tuition, may be granted to a limited number of students. Some agencies which offer field instruction opportunities provide agency stipends to students. Scholarships and loan funds, administered by national and state agencies, are available.

Since eligibility requirements vary considerably, candidates are urged to discuss their personal circumstances with the School's Admissions Officer. They may also consult with the Office of Student Finances.

Students should be aware of employment commitments and other conditions under which study grants are made, and consider their professional interests as well as their circumstances and needs.

The School selects the recipients of mental health and child welfare traineeships. In addition, some agencies request that the School designate the candidates to be recommended for scholarships. Students are therefore asked to apply to the School for these scholarships rather than to the granting agency, although the final selection is generally made by the agency.

The family of the late Naomi Anolic, a 1969 graduate of the School, has established a tuition scholarship of $500 in her memory.

Students preparing for Jewish communal service may direct inquiries about student aid to the National Jewish Welfare Board, 15 East 26th Street, New York, N.Y. 10010; Council of Jewish Federations and Welfare Funds, 315 Park Avenue South, New York, N.Y. 10010; and Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York, N.Y. 10022.

Two useful publications are: "Social Work Fellowships and Scholarships in the United States and Canada," available from the Council on Social Work Education, 345 East 46th Street, New York, N.Y. 10017; and "Grants to Students in Graduate Schools of Social Work," available from the Family Service Association of America, 44 East 23rd Street, New York, N.Y. 10010.

National Direct Student Loan Program

The National Direct Student Loan Program was authorized by the National Defense Education Act of 1958 Title II, and amended by the Higher Education Act of 1965. The principal aim of this law is "to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States." It provides for the establishment of loan funds from which needy undergraduate and graduate students may borrow on reasonable terms for the purpose of completing their higher education.

TERMS OF THE LOAN

1. A student may borrow in one year a sum not exceeding $2,500, and, during his entire course of study, a sum not exceeding $10,000.
2. The borrower must sign a promissory note in which he agrees to the interest and repayment terms established by Yeshiva University and the U.S. Office of Education.
3. Repayment of the loan begins 9 months after the borrower ceases to be at least a half-time student and must be completed within 10 years thereafter, in quarterly payments.
4. No interest accrues prior to the beginning of the repayment schedule; thereafter interest is to be paid at the rate of 3% per year.
5. In the event of the borrower's death or permanent and total disability, obligation to repay the loan is canceled.

6. If the borrower undertakes service after June 30, 1972, as a (a) full-time teacher in a public or nonprofit private elementary or secondary school in a school district of a local educational agency eligible that year for assistance pursuant to Title I of the Elementary and Secondary Education Act of 1965 and designated by the U.S. Comissioner of Education in accordance with the provisions of Section 465(A)(2) of the Act as a school with a high enrollment of students from low-income families, OR as a (b) full-time teacher of handicapped children (including mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, or other health-impaired children who require special education) in a public or nonprofit elementary or secondary school system, the loan is reduced at the rate of 15% of the principal plus interest for the first and second year of service, 20% of the principal plus interest for the third and fourth year, and 30% of the principal plus interest for the fifth year.
7. If, after June 30, 1972, the borrower becomes a full-time staff member in a preschool program carried on under Section 222(A)(1) of the Economic Opportunity Act of 1964 (Head Start) which is operated for a period comparable to a full school year in the locality, and his salary is not more than the salary of a comparable employee of the local educational agency, the loan is reduced at the rate of 15% of the principal plus interest for each year of such service.
8. If, after June 30, 1972, the borrower serves as a member of the armed forces, up to 50% of the loan is reduced at the rate of 12½% of the principal plus interest for each year of service in an area of hostilities that qualifies for special pay under Section 310 of Title 37, U.S. Code.
9. The borrower is responsible for informing the University of any change in his address.

WHO IS ELIGIBLE

Incoming students as well as those currently attending the School may apply if they can satisfy the requirements listed below. Final determination of eligibility is made by Yeshiva University.

1. The applicant must show that the loan is needed to complete his course of study
2. The aplicant must carry at least one half the normal full-time credit load for his degree program as determined by Yeshiva University.
3. The applicant must, in the opinion of the School, be capable of maintaining good academic standing.
4. The applicant must be a United States National. (The term "National" includes not only citizens, but all students in the United States on a permanent resident basis.)

A student is not eligible for a National Direct loan grant for summer session work unless he has been in *half-time* attendance during the preceding academic session or plans to be in *half-time* attendance during the following academic period.

Interested students are urged to submit their application at least two months prior to the registration period of any given semester.

New York State Scholar Incentive Award Program

New York State residents attending the School on a *full-time* basis are eligible for Scholar Incentive Awards if they maintain satisfactory academic standing. A full-time student is defined as a student who is registered for a minimum of 12 credits per semester or their equivalent. The stipend varies, depending on family income and tuition, from $100 to $300 per semester. However, the award cannot exceed the amount by which tuition for the semester (not including fees) exceeds $100. Holders of Regents Scholarships or Fellowships may also receive a Scholar Incentive Award, but it cannot be more than

the amount by which tuition for the semester exceeds the scholarship or fellowship.

Applications should be filed with the State before July 1 for each academic year but will be accepted up to December 1. Applications for only the Spring Semester have an April 1 deadline. *Annual* application is required. For further information and application contact the Regents Examination and Scholarship Center, State Education Department, 99 Washington Avenue, Albany, N.Y. 12210.

State-Guaranteed Loans

NEW YORK STATE HIGHER EDUCATION ASSISTANCE CORPORATION

The Higher Education Assistance Corporation was established by New York State to assist qualified students to meet financial need during their years of undergraduate or graduate study. The program makes possible low cost commercial bank loans with very liberal repayment terms similar to those of the National Direct Student Loan Program. New York State residents attending the School are eligible for these loans. For applications and further information write to the New York Higher Education Assistance Corporation, 50 Wolf Road, Albany, N.Y. 12205.

NEW JERSEY HIGHER EDUCATION ASSISTANCE AUTHORITY

A loan program somewhat similar to that of New York State is available to residents of the State of New Jersey. For information and applications, residents of New Jersey should contact the Scholarship and Loan Program, State of New Jersey, Department of Education, 175 West State Street, Trenton, N.J. 08625.

Students interested in state-guaranteed loans in other states should contact their state education department.

Programs of Study

Master of Social Work

First Semester

SW 200	Social Group Work I or
SW 221	Social Casework I or
SW 231	Community Organization I
SW 211	Methods and Materials in Social Group Work [1]
SW 260	Social Welfare Organization I
SW 270	Growth and Behavior I
SW 272	The Jew in American Society
SW 400.1	Field Instruction I

Second Semester

SW 210	Social Group Work II or
SW 222	Social Casework II or
SW 232	Community Organization II
SW 250	Social Research I
SW 261	Social Welfare Organization II
SW 271	Growth and Behavior II
SW 400.2	Field Instruction I

Electives: One or both of the following—

SW 264	Health and Disease
SW 273	Society: Social and Group Process

Third Semester

SW 212	Social Group Work III or
SW 223	Social Casework III
SW 251	Social Research II
SW 275	Psychosocial Pathology
SW 280	Jewish Social Philosophy
SW 401.1	Field Instruction II

Fourth Semester

SW 257	The Social Worker
SW 267	The Social Work Agency
SW 277	Client and Client Systems
SW 287	Social Work Philosophy
SW 401.2	Field Instruction II

Electives: One or two of the following—

SW 214	Essentials of Social Group Work for Casework Students

[1] Required for social group work majors only.

SW 220	Essentials of Social Casework for Group Work Students
SW 231	Community Organization I or
SW 232	Community Organization II
SW 240	Administration

DOCTOR OF SOCIAL WELFARE

First Year

SW 300.1, 300.2	Patterns of Social Work Practice
SW 350.1, 350.2	Strategies of Inquiry
SW 365.1, 365.2	Colloquium I
SW 369.1, 369.2	Preceptorship—Tutorial
SW 378.1, 378.2	Theoretical Foundations for Social Work Practice
SW 384.1, 384.2	Ideology
SW 500.1, 500.2	Field Study

Second Year

SW 351.1, 351.2	Dissertation Seminar
SW 366.1, 366.2	Colloquium II
SW 368	Jewish Identity (Second Semester)
SW 370.1, 370.2	Tutorial Advising
SW 385	The Urban Crisis (First Semester)

Two Electives

Third Year

SW 367.1, 367.2	Colloquium III
SW 390.1, 390.2	Dissertation

EMPLOYER'S EXHIBIT NO. 22-E

YESHIVA UNIVERSITY

BERNARD REVEL
GRADUATE SCHOOL

HARRY FISCHEL
SCHOOL FOR HIGHER
JEWISH STUDIES

CATALOG 1970-72

WASHINGTON HEIGHTS • NEW YORK, N.Y. 10033

Bernard Revel Graduate School

Harry Fischel School for Higher Jewish Studies

Administration

FACULTY EXECUTIVE COMMITTEE

Sidney B. Hoenig, Ph.D. ..... Chairman

Leo Landman, Ph.D. ..... Secretary

Irving A. Agus, Ph.D. ..... Member and Administrator, Harry Fischel School

Meyer S. Feldblum, Ph.D. ..... Member

Pearl Kardon ..... Recorder

Jacob I. Dienstag, M.S. in Library Service .... Librarian, Mendel Gottesman Library

Larry S. Wachsman, M.S. ..... Assistant Registrar

Faculty

Irving A. Agus, Professor of Jewish History. B.S., New York University; Ph.D., Dropsie University.

Michael Bernstein, Associate Professor of Bible. B.A., D.H.L., Yeshiva University; Ordination, Rabbi Isaac Elchanan Theological Seminary.

Gershon A. Churgin, Professor of Hebrew Literature and Jewish Philosophy. B.A., M.A., Columbia University; Ph.D., Johns Hopkins University.

Abraham G. Duker, Professor of History and Social Institutions. B.A., City College of New York; Ph.D., Columbia University.

Shlomo Eidelberg, Professor of Jewish History. M.A., Hebrew University, Israel; D.H.L., Yeshiva University; Ph.D., Dropsie University.

Meyer S. Feldblum, Associate Professor of Talmudic Literature. B.A., Ph.D., Yeshiva University; Ordination, Rabbi Isaac Elchanan Theological Seminary.

Joshua Finkel, Professor of Semitic Languages and Literatures. B.A., New York University; Ph.D., Dropsie University.

Nathan Goldberg, Professor of Sociology. B.A., M.A., University of Pittsburgh.

Moses Goodstein, Instructor in Arabic. B.S., City College of New York; Ph.D., Yeshiva University.

Hyman B. Grinstein, Professor of American Jewish History. B.S., M.A., Ph.D., Columbia University; Pd.D. (Hon.), Yeshiva University.

Sidney B. Hoenig, Dean Pinkhos Churgin Professor of Jewish History. B.S.S., City College of New York; Ordination, Rabbi Isaac Elchanan Theological Seminary; Ph.D., Dropsie University.

Elazar Hurvitz, Associate Professor of Bible. M.A., Ph.D., Yeshiva University.

Arthur Hyman, Professor of Jewish Philosophy. B.A., St. John's College; M.H.L., Jewish Theological Seminary of America; M.A., Ph.D., Harvard University.

Leo Landman, Assistant Professor of Jewish History. B.A., Yeshiva University; Ordination, Rabbi Isaac Elchanan Theological Seminary; Ph.D., Dropsie University.

Hayim Leaf, Professor of Hebrew Language and Literature. B.A., D.H.L., Yeshiva University.

Isaac Lewin, Professor of Jewish History. LL.M., University of Lwow; J.S.D., University of Vilna.

Jacob Reiner, Instructor in Jewish History. B.A., M.A., D.H.L., Yeshiva University; M.A., Columbia University; Ordination, Rabbi Isaac Elchanan Theological Seminary.

Haym Soloveitchik, Assistant Professor of History. B.A., Harvard University; M.A., Hebrew University.

Joseph B. Soloveitchik, Professor of Talmud and Jewish Philosophy. Ph.D., University of Berlin.

Leon D. Stitskin, Professor of Jewish Philosophy. B.A., M.A., Hiram College; Ordination, Rabbi Isaac Elchanan Theological Seminary; D.H.L., Yeshiva University.

Abraham Weiss, Professor Emeritus of Talmudic Literature. Ph.D., University of Vienna; D.H.Litt. (Hon.), Yeshiva University.

Yeshiva University

Yeshiva University is a private institution under Jewish auspices chartered by the State of New York; it is accredited by the Middle States Association of Colleges and Secondary Schools and by specialized professional agencies and is a member of the College Entrance Examination Board. The undergraduate colleges and graduate schools of natural sciences, social sciences, and humanities offer programs leading to bachelor's, master's, and doctoral degrees.

In addition to its extensive teaching programs, the University conducts a network of affiliates, community service agencies, and a widespread program of research, and publishes several scholarly journals.

Yeshiva University has evolved from two of this country's oldest yeshivot (schools of traditional Jewish learning): Yeshiva Eitz Chaim, founded in 1886 as an elementary day school offering instruction in Jewish and general studies; and the Rabbi Isaac Elchanan Theological Seminary, organized 10 years later to provide young men with the opportunity for intensive study of the Talmud and named in memory of Rabbi Isaac Elchanan Spektor (1817-1896), noted Rabbi of Kovno, Lithuania.

Under the dynamic leadership of Dr. Bernard Revel, who served as president from 1915 until his death in 1940, opment and growth. The two yeshivot merged under the the institution embarked on a plan of educational develname of the latter. Liberal arts programs began with

the establishment of Yeshiva College in 1928, and the first graduate curriculum—in Semitics—was introduced in 1935.

The election of Dr. Samuel Belkin as president in 1943 inaugurated a new era of expansion. University status was granted two years later by the New York State Board of Regents. The institution initiated programs of professional education, research, and special projects to advance the well-being of many constituencies. In 1954 a college of liberal arts and sciences for women was founded and, in more recent years, graduate schools of science, medicine, social work, and humanities and social sciences.

Centers

The University's four centers are located in Manhattan and the Bronx. The Main, Midtown, and Bronx Centers have dormitory and dining facilities. Each school is so conducted as to assure friendly, informal, and educationally sound relationships between students and faculty. All units thus retain the character and virtues of small institutions.

The Main Center, in Manhattan's Washington Heights, is the hub of the University. It is the site of the following degree-granting schools: Yeshiva College, Erna Michael College of Hebraic Studies, James Striar School of General Jewish Studies, Belfer Graduate School of Science, Bernard Revel Graduate School, Harry Fischel School for Higher Jewish Studies. Most administrative offices and classrooms are located in Sol and Hilda Furst Hall, 500 West 185th Street, opened in 1962. Among the other noteworthy facilities are Leah and Joseph Rubin Residence Hall, 2501 Amsterdam Avenue, with its adjoining Danciger Campus, completed in 1957; Morris and Celia Morgenstern Residence Hall, 2525 Amsterdam Avenue, erected in 1964; and Mendel Gottsman Library, 2520 Amsterdam Avenue, opened in 1969.

Nearing completion is a Science Center for Belfer Graduate School of Science, 184th Street between Amsterdam

Avenue and Laurel Hill Terrace—a $20,000,000 complex to include classrooms, seminar rooms, laboratories, library, computer center, and other major facilities for study and research in physics, mathematics, chemistry, and related fields.

The Midtown Center, at 253 Lexington Avenue (35th Street) in Manhattan's Murray Hill section, houses Stern College for Women and Teachers Institute for Women. The Stern College dormitory is at 50 East 34th Street. A new 11-story classroom-administration building is now under construction.

The Graduate Center, in downtown Manhattan at 55 Fifth Avenue (12th Street), is the home of Ferkauf Graduate School of Humanities and Social Sciences, Wurzweiler School of Social Work, and the University's business and development offices.

The Bronx Center, at Eastchester Road and Morris Park Avenue, in the Westchester Heights section, is the site of the Albert Einstein College of Medicine and Sue Golding Graduate Division of Medical Sciences. Facilities include the Leo Forchheimer Medical Science Building; Mary and Karl Robbins Auditorium; Ullmann Research Center for Health Sciences; the Hospital of the Albert Einstein College of Medicine; and Abraham Mazer Residence Hall. The College's building program has recently been advanced by the addition of the Rose F. Kennedy Center for Research in Mental Retardation and Human Development, and Louis E. and Dora Rousso Community Health Center. Now under construction are the Beulah and Charles C. Bassine Educational Center for Health Sciences, and Evlynne and Max M. Low Residence Hall.

Libraries

University libraries house materials on all branches of the arts and sciences and humanities. A close-knit family, they contain various resources including a wide selection of periodicals and provide exchanges and interlibrary loans. Through its continuing acquisition program the University has obtained many important works. In addition the excellent public and private libraries of New York are available.

The University's library system of some 500,000 volumes is capped by the recently completed Mendel Gottesman Library at the Main Center. This $5,000,000, six-story, block-long structure serves as the central university library, with a capacity of 500,000 volumes and such facilities as study carrels, reading rooms, and seminar rooms. Here are the University Museum, University Archives, and Rare Book and Manuscript Room. In addition, specialized libraries serve the needs of specific schools. Students at the Main Center utilize the Mendel Gottesman Library of Hebraica-Judaica and the Pollack Undergraduate Library, both in the Mendel Gottsman Library, and the Belfer Graduate School of Science Library. Strengthening the programs of schools at other centers are the Graduate Center Library, Siegfried Stern Library at the Midtown Center, and D. Samuel Gottesman Library at Albert Einstein College.

Blueprint for Expansion

On the occasion of its 75th anniversary in 1961, Yeshiva University began the Blueprint for Expansion—a $170,000,000, multiphased expansion program to keep pace with increasing enrollments and broadening research and service commitments at the four centers. Representing the most comprehensive physical and academic development program in its history, the Blueprint has resulted in the construction and acquisition of a number of major units which have significantly increased available classroom, laboratory, and residence facilities. In 1966 the program entered a new, accelerated phase. At three centers $50,000,000 in construction projects are underway. At the Bronx Center a 10-year, $120,000,000 program has been initiated to strengthen and extend medical training, research, and patient care.

Its present programs and plans for the future reflect Yeshiva University's ever-growing concern with America's most pressing needs. For more than eight decades the University has taken a position of leadership in higher

education, serving the community and the nation as a whole.

Bernard Revel Graduate School

Harry Fischel School for Higher Jewish Studies

Bernard Revel Graduate School is an outgrowth of the Graduate Department of Semitics, which was established in 1937. This department was expanded in 1941 and renamed in honor of the late Dr. Bernard Revel, founder of Yeshiva College and president of the Rabbi Isaac Elchanan Theological Seminary from 1915 to 1940.

Bernard Revel Graduate School seeks to develop scholars thoroughly trained in Jewish and cognate learning. It prepares its graduates for positions as specialized teachers in those fields. The School provides opportunities for original research and creative advanced study under the supervision of an outstanding faculty. Emphasis is on critical analysis of basic sources and of select and highly specialized areas of Judaica. By means of select classes, seminars, and individual consultation, the student is guided toward the realization of his full potential as a scholar.

Harry Fischel School for Higher Jewish Studies was established in 1945 with the aid of a generous grant, in perpetuity, from the Harry Fischel Foundation. It offers, during the summer, the program of Bernard Revel Graduate School.

Courses of study at both schools lead to the degrees of Master of Arts and Doctor of Philosophy. (The Ph.D. degree was first conferred in 1958; the only doctoral degree conferred until then was Doctor of Hebrew Literature, which was discontinued in 1970.)

The schools' location at the Main Center affords stimulating association with several of the University's other schools and affiliates, and provides easy accessibility to the major resources of the institution. Opportunities for study and research are afforded by the Mendel Gottesman Library, a central university library building opened in

April 1969. Here are housed the Pollack Undergraduate Library, with a comprehensive collection in the arts and sciences, and the Mendel Gottesman Library of Hebraica-Judaica, one of the world's leading collections of such materials.

Admission: Policies and Procedures

CATEGORIES OF STUDENTS

Congress of study may be pursued under one of the following categories:

Regular Students

Students admitted with permission to work toward degrees are classified as Regular. A Regular student who has been admitted with a warning must achieve an acceptable average to maintain this status. A Regular student admitted with a condition must make up his condition within the time limit set by the Office of Admissions to maintain this status.

Provisional Students

Applicants who meet the quantitative requirements for entrance but not the qualitative requirements may be admitted as Provisional students. If they achieve an acceptable average, they may be reclassified as Regular. However, they are bound by any changes in degree requirements made prior to their attainment of Regular status, and are considered to be on academic probation.

Transient Students

Students who wish to enroll for courses to meet their particular needs without entering a degree program are classified as transient. Normally students in this category may enroll for not more than a total of 9 credits. Incluuded are the following: 1) graduate or undergraduate students in good standing at other colleges or universities who enroll for courses which they will transfer to their home schools; 2) teachers who wish to take

courses for state certification or increment credit; 3) qualified individuals who wish to study subjects in which they are interested.

Visiting Students

Students enrolled with Regular or Provisional status in another school of Yeshiva University may register for a limited number of courses at Bernard Revel Graduate School as Visiting students, with the permission of their home school and the approval of the Faculty Executive Committee of Bernard Revel Graduate School.

Unclassified Students

Applicants whose records are not complete or have not yet been evaluated by the time of registration, but who seem to be qualified on the basis of the records available, may be allowed to register for courses as Unclassified students pending the filing or evaluation of their credentials. This status may be continued for a period not exceeding one semester. Such students enroll at their own risk, and may be dropped at any time if their complete records are not acceptable or are not available.

Special Students

Applicants who give evidence of fitness by reason of maturity and previous training and demonstrate ability to maintain standards of progress, but do not qualify for admission under the categories listed above, may be admitted as Special students. No credit is allowed for work completed under this classification.

There is no category of "auditor." A student admitted under one of the above categories may be permitted to audit a class with the written permission of both the instructor and the Faculty Executive Committee. Such a student does not participate in classwork and is not given examinations; he receives no grade and no record of his auditing is kept, so that no transcript can be issued nor any kind of credit or recognition given.

All students, regardless of their status, must meet all standards and comply with all regulations and requirements.

ADMISSION CRITERIA

Under the admission policy of the University there is no discrimination in regard to sex, religion, age, race, color, or national origin.

Admission is granted to applicants who hold a bachelor's degree or its equivalent from an accredited college or university, and who give promise of meeting the standards set by the School as well as the demands of the particular program to which they apply.

Knowledge of Hebrew language and literature equal to that gained in an undergraduate major and an adequate background in Judaic studies is required. At the discretion of the School and the Office of Admissions, applicants may be required to have an interview and to take an entrance examination.

ADMISSION PROCEDURE

A. A student seeking admission to a degree program must complete the following procedure:

1. Submit the application for admission in duplicate together with the required fee to the Office of Admissions.
2. Arrange for each undergraduate and graduate school he has attended to send two official copies of his transcrip directly to the Office of Admissions.

B. A student desiring to enroll for courses without qualifying for a degree must complete the following procedure:

1. Submit the application for admission together with the required fee to the Office of Admissions.
2. Submit one of the following credentials:
   a) a statement certifying to matriculated status at another institution with permission to take courses at the School.

b) an official statement or transcript certifying the receipt of a bachelor's degree sent directly to the Office of Admissions from the issuing institution.

Deadlines

Records of students applying to degree programs must be complete one month prior to the beginning of classes. The deadline for admission to summer sessions is one month in advance of the first session.

After the above deadline, applicants may be registered as Unclassified students and then reclassified during their first semester of study.

Foreign Students

Foreign students applying for admission to the School are strongly advised to file applications for admission well in advance of the admission deadline in order to insure sufficient time for evaluation. They should have forwarded to the Office of Admissions complete transcripts of previous academic training and a certified translation of each document written in a foreign language.

In addition to all admission requirements, proficiency in English—both verbal and written comprehension and expression—is a prerequisite for study. Applicants whose native language is not English must submit acceptable proof of their proficiency in English before being considered for admission. Normally the student is expected to demonstrate proficiency in English by receiving an acceptable score on the Test of English as a Foreign Language, administered by the Educational Testing Service. This test is given in various locations throughout the world several times a year. Information on the location of testing centers and other pertinent information can be obtained by writing to: Test of English as a Foreign Language, Educational Testing Service, Princeton, New Jersey 08540.

Foreign students may be admitted with an entrance condition in English which must be satisfied by passing

courses in remedial English before their programs of study begin, or (with special permission) during their first year of study.

A brochure, *Foreign Students and Admission to Yeshiva University*, can be obtained by writing to the Office of Admissions.

Regulations

Student Programs

All programs of study must be planned with, and receive the approval of, the student's adviser and the head of the department of the student's major field of interest. In granting approval the adviser will consider especially the student's previous academic record.

Grades

The work of each student is graded on the following basis:

A	Excellent
B	Good
C	Fair (lowest passing grade)
F	Failed
G	Dropped by student (counted as failure)
Inc	Incomplete
M	Missing (no grade reported)
V	(Visitor) Registered for the course, no qualiative grade assigned; attendance credit only
W	Withdrew without penalty
Y	Year course; second term grade applies to both terms (changed to Inc if the student does not register for the second term)

Students must apply for the grade of V on Form T30.1, available in the Office of the Registrar. The deadline for filing for a V grade is the same as the deadline for enter-

ing a new course. The V grade is granted only to students who have attended four fifths of the sessions.

Withdrawal from courses requires the permission of the Faculty Executive Committee and the approval of the Office of the Registrar. Unless this permission is obtained, the student will receive a G, equivalent to failure, in those courses from which he has wihtdrawn. Except under unusual circumstances, withdrawal from a course is not permitted after the course has met five times.

The dates by which students may withdraw without penalty and remove Inc grades are listed in the Academic Calendar. The date listed as the last day to remove an Inc is the day by which the final grade must be recorded by the Office of the Registrar. Students should therefore arrange for examinations, submit reports, papers, etc. sufficiently in advance to permit the instructor to read and evaluate the material and submit the grade by this date.

Students graded Inc who do not complete the required work and have a final grade submitted by the date listed in the Academic Calendar will have the Inc changed to an F, unless permission for an extension is requested by the student on the appropriate form and is granted by the instructor and approved by the Registrar and the Faculty Executive Committee.

Course Requirements

Course requirements include 35 hours per credit of extensive readings and satisfactory completion of oral reports, term papers, and final examinations.

The credit value of each course is given in terms of semester hours. Because of the large amount of outside preparation required for graduate courses, 1 credit is given for courses meeting at least 500 minutes of lecture, recitation, and examinations.

Enrollment and Attendance

Students must attend all meetings of classes in which they are registered. Not more than three absences during a semester are permitted. Excessive absence will result in a grade of G.

Students may not enroll in a course after its third meting.

Academic Average

Each grade has a numerical value, as follows: A=4; B=3; C=2; F, G=0 (V not counted). When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points.

The student's average rating is computed by dividing the number of quality points earned by the total number of credits completed, including courses failed. The average is rounded to the third decimal place.

Grades achieved at other schools are not averaged in with a student's record at the Revel and Fischel Schools; only credit is granted on transfer.

Academic Load

A full-time student is one who carries 12 or more credits during a fall or spring semester. Twelve credits is the normal maximum load permitted, but with the permission of the Faculty Executive Committee 15 credits may be taken.

During summer sessions full-time students are permitted to carry 5 credits in each four-week session.

A part-time student is one who carries less than 12 credits during a fall or spring semester or less than 4 credits in a four-week summer session.

Students who work or attend another school may not be full-time students. Such individuals are ordinarily limited to 6 credits during a fall or spring semester and 3 credits during a summer session. In exceptional circum-

tances and with the permission of the Faculty Executive Committee, they may take 9 credits during a fall or spring semester.

Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance. Degree candidates must maintain a 3.0 average. A student whose average falls below 3.0 any semester or who receives an excessive number of Incompletes will be placed on academic probation for the following semester. If his average is again below 3.0 or he again receives Incompletes at the end of that semester, he may be dropped from the School.

Leaves of Absence

Students who are unable to return to the School because of military service, illness, or other personal reasons, or who wish to study at other institutions, must request a formal leave of absence on Form M13 if they expect to return at some future time. Students who discontinue their studies without such written approval may be denied readmission.

Three types of leave are available:

1. Leave with maintenance of registration—for students who have not completed their coursework.
2. Leave with maintenance of status—for students who have completed their coursework and are preparing for examinations or writing dissertations.
3. Government service leave of absence—for students entering full-time service in the armed forces, Peace Corps, or Volunteers in Service to America (VISTA). No charge is made for such a leave during the period of actual service.

Sympathetic consideration will be given to a request by a student returning from an official leave who wishes to continue his course of study under the requirements in force at the time he was granted the leave.

Except for the purpose of government service, leaves with maintenance of registration will normally be granted for a maximum of two semesters.

Students must file for leaves of absence by the end of the late registration period of the semester for which the leave is desired. A student who neither registers nor secures an official leave of absence for any semester will be considered as having withdrawn from the School. Such a student who wishes to resume his studies will be required to apply for readmission.

The schedule of fees appears on page 22.

Honorable Dismissal

A student who is withdrawing from the University and does not expect to return at some future date should fill out Form M15 to request an honorable dismissal. (A student who plans to return at some future date should not fill out this form but should instead file a "Request for Leave of Absence," Form M13.) Completion of this form insures that the student's record will bear the notation that an honorable dismissal was granted. The term "honorable dismissal" refers only to character and does not attest to the quality of work done.

Records and Transcripts

A transcript is not issued for a student without his written request, except to another school or to a government agency. In these cases, transcripts are issued upon the request of the school or agency. A transcript is not sent to an employer or prospective employer without the student's permission.

Records of students are sent only in the form of a transcript. No partial records are sent, or ones listing only courses without grades.

A transcript will not be issued for a student who has an overdue debt to the University or has failed to return all books to the Libraries.

A student who wishes to change either his first or last name on School records must file Form M25 in the Office of the Registrar.

Students who believe that there is an error in their academic record (e.g., in a grade, average, credit value, or course description) must promptly call this to the attention of the Office of the Registrar. Even if there has been a mistake on the part of the University, no request for a correction will be entertained unless the student notifies the Office of the Registrar within three months.

Diplomas

Duplicate or revised diplomas can be secured under certain circumstances determined by the standards accepted by American universities. Full information is given on Form G15, available in the Office of the Registrar.

Change of Address

Students who change their home or local residences are required to notify the Office of the Registrar of the change of address within 10 days on Form M29. A student is responsible for all mail sent to his old address if he has not so notified the University.

Time Limitations

A student must complete the requirements for the Master's degree within five years of admission to the School. Requirements for the Doctoral degree must be completed within 10 years of admission.

Transfer of Credit

1. Credit for work completed at another institution of higher education is not automatically granted; both the Faculty Executive Committee and the Office of the Registrar must approve its appropriateness to the degree sought at the School.
2. No credit is given for any course transferred from another institution with a grade below B, nor for any

subject which is technical or commercial, or in any way not ordinarily classified as a liberal arts subject. (Although no credits for C courses may be transferred toward a degree, courses in which C grades were earned may, at the discretion of the Faculty Executive Committee, be used for waiving prerequisites or for meeting content requirements.)

3. All evaluations of work done elsewhere are tentative and subject to re-evaluation on the basis of the student's work at Yeshiva University. Transfer credits may be revoked, either in whole or in part, if subsequent work, either generally or in a particular subject, is not satisfactory.
4. Students admitted to the Master of Arts program may transfer a maximum of 12 credits to meet degree requirements.

   A maximum of 36 credits may be transferred toward the Doctor of Philosophy degree.
5. No credit is allowed for any courses completed more than 10 years before the date of application for advanced standing whether or not the credit was earned toward a formal degree.
6. Students who have taken courses at other graduate institutions and wish to apply for transfer of credit must do so on Form T19.5 during their first semester in attendance. Regulations and procedures are listed on Form T21.5, available from the Office of the Registrar.
7. All official actions concerning transfer of credit are taken by the Registrar after all records are checked and subsequent to written approval by the Faculty Executive Committee.
8. Students already in attendance may take courses at other schools of Yeshiva University only after they have received written permission from the Office of the Registrar. Requests for such permission are to be made on Form P9, available in that office. Such

credits, too, are counted as transfer credits and are subject to all the above regulations.

9. Courses taken through Directed Study are considered as transfer credit. Permission for Directed Study must be obtained from the Faculty Executive Committee and the Office of the Registrar.

Graduation

Commencement exercises are held each June at the close of the academic year. Diplomas are issued thereafter. However, degrees may be awarded at the close of the summer, fall, and spring terms. A student applies for a degree by filing a Graduation Kit during the registration period of the term during which he expects to complete all requirements for the degree. Final dates for filing are listed in the Academic Calendar.

Should the degree not be awarded during that term, a Graduation Kit must be refiled *every term* until the degree is awarded. Graduation fees paid initially remain valid for an additional three consecutive terms and need not be paid again unless more than two years elapse between payment and award of degrees.

Continuation in a Doctoral Program After Receipt of a Master's Degree

A student who receives a Master's degree from the School and wishes to continue in a Doctoral program must file an application in the Office of Admissions during the semester preceding the expected degree. No new application fee is required unless there is a lapse of one or more semesters before the continuation of studies.

Undergraduate Students of Yeshia University

Seniors with acceptable records are permitted to take graduate courses for undergraduate credit at the University's graduate schools. The student must demonstrate that there is no suitable course he can take on the undergraduate level and that the graduate class is a liberal

arts course and one in which the instructor can test and grade undergraduates in accordance with undergraduate regulations. Courses in a major subject may not be taken unless written permission is received from the senior professor of the major.

A student who wishes to register for a graduate course must fill out Form P3.1, available in the Office of the Registrar. It must be approved by the Dean or Director of the undergraduate school and by the instructor of the graduate course and the chairman of the graduate department.

Under exceptional circumstances seniors may take graduate courses for graduate credit, in accordance with the regulations of the graduate schools. Interested students should consult the Office of the Registrar.

Students who have received permission to take graduate courses for undergraduate credit will not be allowed graduate credit for the courses later even if they do not need this credit for their undergraduate degree. Only students who originally requested graduate credit while still undergraduates and paid graduate tuition in addition to undergraduate charges will receive such credit.

Student Responsibility

It is the responsibility of each student to ensure that he has observed all regulations, paid all fees, and met all degree and course requirements, including prerequisites whenever such are required. The degree Graduate should note that completion of the specified number of credits does not in itself satisfy degree requirements.

Academic Discipline

The admission of a student, his continuance on the rolls of the School, the receipt by him of academic credits, his graduation, and the conferring of any degree, diploma, or certificate upon him is entirely subject to the disciplinary powers of the School, which is free to cancel his registration at any time on any grounds which it deems advisable.

Student Information

False or misleading statements on admission, registration, scholarship application, or other School blanks, forms, or records dealing with outside employment, attendance at other institutions, financial status, degree requirements, or any other items of student information requested by the School will result in cancellation of registration.

Student Assignments

A student's signature on any examination, course assignment, or degree requirement is assumed by the School to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary, verified by the Faculty Executive Committee, may result in loss of course credit, dismissal, or such other penalties as shall be deemed proper.

Ethical and Professional Standards in Graduate Study

Graduate study requires excellence of character as much as excellence of intellect. A graduate student is expected to show seriousness of intellectual dedication, respect for the views and convictions of others, concern for the impact of advanced knowledge upon society at large, regard for his instructors, fellow students, and the School as a whole and, above all, adherence to the highest ethical and moral standards in his personal and professional life.

Maintenance of good standing while a student at the School is, in part, dependent upon developing and maintaining standards of ethical and professional conduct.

Messages

The School cannot transmit personal telephone messages to students except in dire emergency. Students should instruct their friends and family not to telephone them at the School.

Injuries

All injuries and accidents to students while engaged in classroom work will be reported by the faculty member in charge of the course. Students are required to report

immediately to the School office any other injury suffered on University premises.

Use of the University's Name

No student may use the name of the University or of Bernard Revel Gradaute School or Harry Fischel School in print for any purpose, including identification, without written permission from the Faculty Executive Committee.

STUDENT FINANCES

Tuition and Fees

Application for Admission (not refundable)	$ 10.00
University Registration Fee (payable at each registration; not refundable)	25.00
Tuition (payable at each registration)	
Bernard Revel and Harry Fischel Schools Per credit	30.00
Late Registration Fee	5.00
Change of Program Fee (covers all changes made at one time)	5.00
Examinations	
a. Comprehensive Examinations	10.00
b. Makeup Examinations	5.00
c. Language Examinations	10.00
Maintenance of Registration or Status (payable each semester)	10.00
Graduation Fee	25.00
Doctoral Publication Fee	100.00
Transcripts of Record, each	1.00

University regulations require the payment in full of all tuition and fees in order to complete registration. Make checks or money orders payable to Yeshiva University. All payments must be made directly to the Office of Student Finances; no one else is authorized by the Uni-

versity to accept payments. All outstanding accounts for previous academic work in any division of the University must be cleared before registration for additional credits can be approved. Students will therefore not be permitted to register until all outstanding balances have been paid.

WITHDRAWAL

The last day to withdraw from a course without academic penalty (although the change of program fee will be charged) is listed in the Academic Calendar. After that date, permission of the Faculty Executive Committee is required. Except under unusual circumstances withdrawal from a course will not be permitted after the course has met one third of the scheduled sessions. Students wishing to withdraw from a course or from the School must file a written request with the Office of the Registrar. Students who withdraw by the specified date are eligible for a refund of 75% of the course tuition paid; registration and other fees are, however, not refundable. Students who withdraw after the specified date are not eligible for a refund.

To receive a refund, the student must submit a written request to the Office of Student Finances. The official date of withdrawal is the day the Office of the Registrar grants permission to withdraw. Students who withdraw without receiving written permission from this office are not eligible for a refund and will receive a G grade, equivalent to failure, in those courses from which they have withdrawn.

FINANCIAL AID

Israel Jacob Brody Fellowship in Talmudic Studies

The University and the family of the late Israel Jacob Brody, literary secretary to Rabbi Isaac Elchanan Spektor, have established a fund to provide fellowship aid to qualified students at Bernard Revel Graduate School.

National Defense Student Loan Program

The National Defense Student Loan Program was authorized by the National Defense Education Act of 1958 Title II, and amended by the Higher Education Act of 1965. The principal aim of this law is "to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States." It provides for the establishment of loan funds from which needy undergraduate and graduate students may borrow on reasonable terms for the purpose of completing their higher education.

TERMS OF THE LOAN

1. A student may borrow in one year a sum not exceeding $2,500, and, during his entire course of study, a sum not exceeding $10,000.
2. The borrower must sign a loyalty oath or affirmation as well as a promissory note in which he agrees to the interest and repayment terms established by Yeshiva University and the U.S. Office of Education.
3. Repayment of the loan begins 9 months after the borrower ceases to be at least a half-time student and must be completed within 10 years thereafter, in quarterly payments.
4. No interest accrues prior to the beginning of the repayment schedule; thereafter interest is to be paid at the rate of 3% per year.
5. Payments are deferred and interest does not accrue while the borrower is at least a half-time student in a certified institution of higher education, in the armed forces, or a volunteer in the Peace Corps or VISTA for a period up to three years.
6. In the event of the borrower's death or permanent and total disability, obligation to repay the loan is canceled.
7. In the event the borrower becomes a full-time teacher in a public elementary or secondary school, OR pri-

vate, nonprofit elementary or secondary school, OR institution of higher education, OR school of the armed forces overseas, up to 50% of the loan plus interest may be cancelled. Such cancellation is to be at the rate of 10% a year up to five years.

Beginning with service performed in the 1966-67 academic year, full-time teachers in a depressed area, so designated by the U.S. Commissioner of Education, may request to cancel their loan at the rate of 15% of the unpaid balance of principal for each complete academic year of service for the total amount of their loan.

Beginning with service performed in the 1967-68 academic year, full-time teachers of handicapped children may similarly request to cancel their loan at the rate of 15% of the unpaid balance of principal for each complete academic year of service for the total amount of the loan.

WHO IS ELIGIBLE

Incoming students as well as those currently attending the School may apply if they can satisfy the requirements listed below. Final determination of eligibility is made by Yeshiva University.

1. The applicant must show that the loan is needed to complete his course of study.
2. The applicant must carry at least one half the normal full-time credit load for his degree program as determined by Yeshiva University.
3. The applicant must, in the opinion of the School, be capable of maintaining good academic standing.
4. The applicant must be a United States National. (The term "National" includes not only citizens, but all students in the United States on a permanent resident basis.)

A student is not eligible for a National Defense loan grant for summer session work unless he has been in

half-time attendance during the preceding academic session or plans to be in *half-time* attendance during the following academic period.

Interested students are urged to submit their application at least two months prior to the registration period of any given semester.

New York State Higher Education Assistance Corporation

The Higher Education Assistance Corporation was established by New York State to assist qualified students to meet financial need during their years of undergraduate or graduate study. The program makes possible low cost commercial bank loans with very liberal repayment terms. New York State residents attending the School are eligible for these loans. Students interested in this program are advised to contact the New York State Higher Education Assistance Corporation, 50 Wolf Road, Albany, N.Y. 12205 or Office of Student Finances for application forms and further information.

New York State Scholar Incentive Award Program

New York State residents attending the School on a *full-time* basis are eligible for Scholar Incentive Awards if they maintain satisfactory academic standing. A full-time student is defined as a student who is registered for a minimum of 12 credits per semester or their equivalent. The stipend varies, depending on family income and tuition, from $100 to $600 per year. However, the award cannot exceed the amount by which tuition for the semester (not including fees) exceeds $100. Holders of Regents Scholarships or Fellowships may also receive a Scholar Incentive Award, but it cannot be more than the amount by which tuition for the semester exceeds the scholarship or fellowship.

Applications should be filed with the State before July 1 for each academic year but will be accepted up to December 1. Applications for only the Spring Semester have an April 1 deadline. *Annual* application is required. For

further information and application contact the Regents Examination and Scholarship Center, New York State Education Department, Albany, N.Y. 12224.

Programs and Degree Requirements

Students may work toward the degrees of Master of Arts and Doctor of Philosophy in the following departments:

Bible (Biblical and Cognate Studies)

Hebrew Literature (Modern Texts and Authors)

Jewish History (Ancient, Medieval, and Modern)

Jewish Philosophy (Ancient, Medieval, and Modern)

Talmudic Studies (Talmud, Midrash, Responsa, Codes)

Semitic Languages, Literatures and Cultures (Arabic, Aramaic, Syriac, Akkadian, Ugaritic, Cultures of the Ancient Near East, Middle East Studies)

Programs are planned jointly by the student and the head of his department to assure proper balance together with appropriate breadth and depth. Sponsors are designated to guide Doctoral candidates in their work.

MASTER OF ARTS

Credit Requirement

42 credits, including:

a. 12 credits of basic source courses (those numbered on the 100 level), 6 credits selected from 101-149 and 6 from 151-199.

   A comprehensive examination must be passed in each course.

b. 3 credits of AR 300 Research Seminar.

c. 15 credits in a major field.

A maximum of 6 credits (not used to satisfy items a, b, and c above) may be taken for a V grade (attendance credit only).

Residence Requirement

A minimum of 30 credits must be taken at the School.

Project Requirement

The student must submit a Master's research project demonstrating his ability to collect and organize information and treat his subject in a scholarly fashion.

Administrative Requirements

a. Approbation of the faculty.

b. Filing of an Application for Degree during the registration period of the semester in which the student completes all requirements.

DOCTOR OF PHILOSOPHY

Credit Requirement

90 credits, including:

a. 24 credits of basic source courses (those numbered on the 100 level), 12 credits from 101-149 and 12 from 151-199.

   A comprehensive examination must be passed in each course.

b. 3 credits of AR 300 Research Seminar.

c. 30 credits in a major field.

d. 24 credits, 12 in each of two minor fields.

e. 9 credits in elective courses.

A maximum of 12 credits (not used to satisfy items a, b, and c above), may be taken for a V grade (attendance credit only).

Residence Requirement

A minimum of 54 credits must be taken at the School.

Examination Requirement

a. A student entering the Doctoral program with a master's degree from another school is required to pass a Doctoral qualifying examination by the time he has completed 12 credits at the School.

b. In addition to demonstrating a knowledge of Hebrew, the student is required to pass an examination demonstrating his ability to understand the literature in his major field, in both French and German. Greek or Latin may be substituted for one of these. The use of a dictionary is permitted.

   On the recommendation of the student's sponsor and with the approval of the Faculty Executive Committee, the student may substitute a different language for either French or German.

c. The student must pass an oral comprehensive examination in his major and two minor fields prior to the submission of a dissertation outline.

Dissertation Requirement

The student must prepare and defend a satisfactory dissertation based on original research.

Administrative Requirements

a. Approbation of the faculty.

b. Filing of an Application for Degree during the registration period of the semester in which the student completes all requirements.